

THE ATA MAGAZINE



Rural United Nations (See page 18)

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Announcement Regarding School Book Distribution Policy For the School Year 1950-51

From the School-Book Branch, Department of Education

To achieve more rapid distribution and to make textbooks more readily available, the School-Book Branch finds it necessary to give notice of the following changes which will take effect on and after July 1, 1950.

Withdrawal of the Teachers' Discount Authorization Form

The extended use of this form has imposed a burden upon the School-Book Branch which it cannot continue to carry. Even an augmented staff cannot fill with an adequate degree of promptness the avalanche of small orders arriving during September. The inevitable result is that hundreds of pupils are without texts for several weeks. After a thorough trial of three years it has been decided to abandon the scheme. Therefore all Teachers' Discount Authorization Forms are cancelled as of July 1, 1950.

Regulations Regarding Discount

1. Orders of any size which are sent directly to the School-Book Branch by students and teachers are not eligible for the wholesale rate. Such orders must be accompanied by a remittance for the full list value of the books. The School-Book Branch will prepay transportation charges.
2. Orders from school divisions, or school districts not within divisions are subject to the following regulations:
 - (a) **An order amounting to less than \$10.00** total list value, will not be granted a discount. Books will be supplied at prevailing list prices, postage charges prepaid by the School-Book Branch.
 - (b) **An order amounting to \$10.00 or more**, in terms of retail value, will be given a discount of 15 per cent off list price and transportation charges will be prepaid by the School-Book Branch. To secure this discount benefit, the secretary-treasurer must sign the requisition form and apply the seal or stamp of the division or district.

The discount privilege is given on the understanding that the books are to become the property of the school division or school district. However, books may be bought at a discounted rate for the purpose of reselling them to students, but the secretary-treasurer must guarantee that the students receive direct benefit by being able to purchase their books at actual cost.

Payment for Book Orders

A covering remittance, made payable to the School-Book Branch, in the form of a certified cheque, postal note or money order must accompany requisitions sent the Branch. If the secretary-treasurer authorizes an order to be charged credit, for sixty days will be given to a school division or a school district.

Local Dealers

The stocking of school texts by local dealers serves to make them more readily available. Steps are being taken to increase the number of such outlets so that pupils may obtain their requirements promptly at school opening. Unless distribution is being arranged in some manner through the school board office, principals and teachers are urged to assist their local dealers by supplying them with estimates of their pupils' needs.

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Alberta Teachers
c/o Alberta Teachers' Association,
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— YOUR INTENDED TRIP —

To Members of Your Profession:

Holiday Travel Consultants of Canada Ltd., have added a new office to their organization, located at 10044 - 101 street, Edmonton, for the purpose of making travel easier, and more accessible to members of the teaching profession. We eliminate all detail, and make all necessary arrangements for your trip, at no extra cost to you.

Our Los Angeles office is in direct contact with the California Teachers' Association, who through our office tour many countries every year, and our aim is to associate the Alberta teachers and the California teachers to create goodwill, create new interest, meet each other and iron out common problems within your profession. We can only do this if the Alberta teachers consider this a good idea, and any suggestions or inquiries would be sincerely appreciated.

Our services are absolutely free. Many of you will be planning trips this summer to Europe, Canada and the United States and our organization is in the position to make your accommodation reservations anywhere in the world, purchase and deliver your tickets, prepare your individual itineraries or tour itineraries and draw to your attention places of interest, things to see, things to do while you are away. Visits to Europe entail considerable preparation, and we secure your passports, visas, advise you on your money regulations, so that when you leave on your trip or tour, every detail is planned, and by individual personalized planning, your trip is a success before you leave. Why not arrange tours to different places in the world from within your students, and go yourself at no extra cost?

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THE A T A MAGAZINE

ERIC C. ANSLEY, Managing Editor
Imperial Bank Bldg., Edmonton

Volume 30

May, 1950

Number 9

PROVINCIAL EXECUTIVE ALBERTA TEACHERS' ASSOCIATION

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Elizabeth Reynolds

PUBLISHED ON THE 15th OF
EACH MONTH

except July and August

Subscriptions per annum:

Members \$1.50

Non-members \$2.00

Single copy, 25c

Authorized as second-class mail,
Post Office Department, Ottawa.



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ANNUAL GENERAL MEETING

THIS year, the order paper was unusually heavy. In addition to the annual reports and the eighty resolutions, there were seven electoral ballots, three of which were debated at length. The discussions were informative and the decisions reached were sound. There was a minimum of rationalization. The teachers of Alberta should approve of the way in which the affairs of the Association are being managed by their councillors and their Executive.

Alberta's brand new *County Act* received the close attention of the Annual General Meeting, which it warranted. Clarence Sansom, past president and honorary member of our Association, outlined the main provisions of the Act, showing how schools and teachers would be affected. In brief, Dr. Sansom said it was *silly* to talk about setting up experimental units in Alberta when evidence of the way this system affects schools was there for anyone who would take the time to read available reports. It was expected that a lively debate would develop as there were several openly avowed supporters of the county system of local government at the meeting. However, the following resolution was passed unanimously:

BE IT RESOLVED, that the Alberta Teachers' Association urge the provincial government to amend The County Act so as to make provision for an elected school board that shall have as one of its responsibilities the requisitioning and the control of funds for educational purposes.

The proposal to establish a benevolent fund was defeated but the supplementary pension plan was adopted and will go into effect as soon as arrangements for the collection of the additional fee can be completed. All other electoral ballots were adopted. See page 35 of this Magazine for details.

The deputy minister of education questioned the accuracy of some statements in *The A.T.A. Magazine*, with special reference to the allocation of grants last year being termed "poor carving" . . . Now, when the department changed its method of grant payments it advised ". . . in preparing budgets for 1949 school boards should be *conservative* with respect to school grant estimates." Some boards actually were told their grants would be lower in 1949 than in 1948 and, therefore, salary negotiating committees appearing before them did not receive reasonable increases in salaries. Later, a number of the reductions were restored, either in whole or in part, because the money voted for grants had not been entirely used. This was the reason that the allocation of grants was termed "poor carving." The deputy minister argued that, because the division of grants was within 1%, it was as accurate as could reasonably be expected. Quite likely it was. But when a chain reaction is set up, shouldn't the end results be measured instead of the initial step? And shouldn't the party who started the chain reaction be held responsible for the results all along the line? In this case the first step may have been less than 1% in error but the end result was that several thousand teachers in Alberta are being paid at least one million dollars less this year because the method of paying grants was changed. Many teachers lost up to \$200 each. And that hurts!

The addresses of welcome and the fraternal greetings were thought-provoking and stimulating. Dean LaZerte outlined the main points of his report to the Canadian Education Association on The Status of the Teaching Profession in Canada. Mr. Seymour, president of the Alberta Teachers' Association, presented an Honorary Membership to the late John Walker Barnett, general secretary of the Association, 1918 to 1946.

Dr. Fowler's address at the banquet was a masterpiece of seriousness and humor. It seemed to reflect the atmosphere of all the sessions of the Annual General Meeting where councillors worked hard and seriously on their legislative problems and at the same time enjoyed themselves in the company of their friends.

The County Act and Education

CLARENCE SANSOM

UNDER the terms of the new *County Act* recently approved by the legislature the government is empowered to set up four "experimental" counties in which the management and control of all civic affairs, including the schools and the hospitals, will be vested in an elected county council. Education and health will be looked after by subcommittees of the council. At the end of four years the people in each county may decide by majority vote whether they like the new system or not. Presumably if the change is approved the whole province will be reorganized on this new basis as rapidly as possible.

While there are many things to be said in favor of *The County Act*, its provisions in relation to education are such a direct reversal of the trend on this continent for a century or more that it merits the most careful study right through the four-year period until the issues of the so-called "experiment" are finally decided. And the issues will never be decided until they are decided right, and the right decision, if history and experience mean anything at all, will not be in line with the terms of the Act, regardless of what the local people may think about it in the particular political and economic conditions which may be found in those areas in four years' time.

The questions really at stake are those of the fiscal independence of school boards and the way they are appointed. *The County Act* proposes not only to destroy the fiscal autonomy of the boards but to wipe them out entirely. It proposes to put the school affairs of the community in the hands of a committee of the council which bears no resemblance to the present boards either in man-

Dr. Sansom, long-recognized as one of the foremost authorities in Education in this province, spoke forcibly regarding The County Act as it affects education and the school, at the Annual General Meeting. In response to the requests of many teachers we are pleased to publish the statement made by Dr. Sansom at that time. Please see page 41, resolution 29, of this issue for the resolution regarding The County Act passed by the Annual General Meeting.

ner of appointment or fiscal responsibilities.

As bearing on the obscure and difficult question of the type of public control that is best for the schools, the proposed "experiment" is much too limited in scope. It covers too little territory and extends over far too short a time. What possible light can be thrown on the educative process in the schools by a purely administrative change in four small areas in a period of four years?

It would be of some interest to know in this connection on what basis the local people are expected to decide at the end of the trial period whether the education of the children is better or poorer as a result of the change. Are they to try to find this out by means of school tests? But this is a fantastic idea and it probably hasn't occurred to any one.

A more likely basis of judgment will be how peaceful and harmonious the new arrangement proves to be. If the present boards have been making requisition demands on the municipal councils that are considered excessive, and badgering the government in season and out for larger

school grants, and if the new education committees meekly and quietly accept what is doled out to them by the county councils under the watchful eye of the Department of Municipal Affairs, this may be taken to mean that the "experiment" is an unqualified success.

But a more dangerous criterion than this could hardly be imagined. Education is an essentially spiritual activity carried on in a predominantly materialistic environment. As such it has to fight for its life. If peace, perfect peace, were to settle down over the relations of the education committees to the county councils and the government, it would probably be one of the worst things that could happen to education.

What is very likely to happen is that the vote will turn largely on political considerations. The government is a good government, it may be argued, and hence its action in liquidating the school boards must be a good action.

But this doesn't follow at all. Because a man is a good man it doesn't follow that everything he does must be good. Not all the wrongness in the world arises from badness of heart. A good deal of it arises from lack of knowledge.

What is most likely to happen when the vote comes on, and what is most hoped for perhaps by the sponsors of the Act, is that the vote will be taken on the Act as a whole, and that the educational changes, by far the most important feature of the Act on the long-range view, will just ride through, smothered by the other provisions of the Act.

That this is not allowed to happen is a primary responsibility of the educational leaders in this province during the next four years.

One wonders what the stand of organized labor is going to be on this whole question, after the long struggle it has put up since about the middle of the last century for

school boards elected directly by the people and responsible only to the people for the control of the schools.

On questions of this kind which do not lend themselves to experimental techniques the best we can do is to fall back on accumulated experience and the consensus of informed opinion over many years.

This consensus with respect to the public control of education was well summed up for us by the late Fred Engelhardt, an eminent authority on school administration, in his book *Public School Organization and Administration*.

After presenting the results of two careful studies of city systems, one study covering 377 cities and the other 199, Engelhardt concludes as follows:

"It must be observed that these studies do not provide conclusive evidence, but they tend to substantiate, as far as any evidence available can, the present point of view regarding fiscal control generally accepted by educational authorities.

"Surveys made of cities in which there is control of school finances by bodies other than the school board show that as a rule the practice has resulted in the insidious shifting of legal responsibility, the unwise curtailment of funds, the unwarranted intrusion of politics, the harassment of the school administration, the unnecessary lowering of standards in various fields and the general neglect of the school system. . . . The experience of the whole country over half a century points to but one tendency in those municipalities where there has been a divided responsibility in the administration of the public schools. *Whenever civic officers have been given the right to regulate the amount of funds which should be expended for schools, such action has invariably proved detrimental to the interests of public education.*" (Italics mine).

Should an authority like this be

lightly thrown aside?

The Engelhardt evidence, be it observed, was not obtained from an "experiment" set up for the purpose. That would be entirely out of the question. The conclusions emerge from the study of actual school systems that had been operating under diverse conditions as to public control over a long period of time.

There is no guarantee in the world that what happens to education in these new counties in the short space of four years will be even remotely typical of the state of affairs that will arise over a long period when the process of county-formation is complete and the financing of the schools becomes centralized in a non-

educational department of the government. For one thing it may be assumed that governments do not like to embark on experiments in public affairs that do not pay off. Hence it is reasonable to suppose that the four counties will be more or less the darlings of the government in the meantime. But what will happen later on when the "experimental" stage has been left far behind?

The real question before us is not what the effect of the new proposal will be on education in four counties in four years, but what the effect will likely be on education in the entire province in twenty, fifty, or a hundred years.

RETIRING TEACHERS

The Board of Administrators, Teachers' Retirement Fund, wishes to remind all retiring teachers that pensions do not start automatically and that it is necessary for them to make application. All teachers, who plan to retire as at June 30, 1950, are urged to contact the Board as soon as possible so that the granting of their pensions will not be delayed. Address all letters to No. 10 Imperial Bank Building, Edmonton, Alberta.

ERIC C. ANSLEY,
Secretary,
Board of Administrators,
Teachers' Retirement Fund.

Bylaw No. 1 of 1948

- 9 (a) Any teacher who retires from teaching service
- i. in the year 1948 upon or after attaining the age of sixty-five years subject to the provisions of Section 26,
 - ii. in the year 1949 upon or after attaining the age of sixty-four years,
 - iii. in the year 1950 upon or after attaining the age of sixty-three years,

and who has completed not less than fifteen years of pensionable service, shall be paid a normal pension out of the Fund upon his written application to the Board.

Publicity for Education

DOUGLAS L. PETHERBRIDGE

ADMITTEDLY the whole thing started at a salary negotiating committee when a divisional trustee asked, "What are you doing about increased grants?" Feeling that we had no really satisfactory answer, the collective bargaining committee decided to do something. What, we were not sure. At first, our plans were very modest—and very vague. But when we first raised the issue at an executive meeting of Local No. 21, the members, sparked largely by Bob Kimmitt of Diamond City, showed such enthusiasm that we became more and more ambitious.

Right away the local voted \$150 for the campaign. This, in spite of our being forced to ask members for a \$2.00 levy this year to cover operating expenses. Members suggested using *The Lethbridge Herald* and *CJOC*. Space and time are expensive; \$7.20 is the price for five minutes. How to finance such an undertaking was a problem, a problem settled forthwith by Mabel Luco and Aurelia Hahn, who agreed to canvass merchants in Lethbridge and district asking their financial support. Principals of schools agreed to ask Home and School Associations to sponsor five-minute broadcasts on *CJOC*. The wheels were rolling. We were in gear.

Defy Cold Weather

The collective bargaining committee was appointed to organize the campaign. In spite of 30 below weather, blocked roads, and what not, three of the five of us managed to get together—and set to. During the first meeting we 'phoned a few people asking what they thought of the campaign and whether they would help. All the responses were enthusiastic. We began to feel buoyed up—began to feel that we could get

Duplicating letters, addressing envelopes, making 'phone calls, and attending meetings are just a few of the things that have to be done when you want to put over a publicity campaign such as the recent campaign held in and around Lethbridge. Here, Doug Petherbridge, chairman of the Lethbridge District publicity committee, gives us a detailed account of the organization and planning of this campaign.

five or ten million from the provincial government. All the taxpayers were on our side.

The first meeting set a pattern which was followed each time the three of us—Henry Toews, Bob Kimmitt, and I—met.

About 4:30 we would gather together in Lethbridge. The early time was possible because of our being close to Lethbridge, and, in my case, colleagues who agreed to take over supervisory duties after school. From 4:30, for an hour or two, we exchanged ideas, very general at first; later, we exchanged reports, commenting casually as each man brought news, good or bad. Then would come organization. Throughout, when we needed an opinion or wanted to make a contact, we would pause and make a 'phone call. We put through 20 or more some evenings. Almost all were productive. Telephone operators gave us the best of service always. One evening an operator worked for two hours to make a personal call to a colleague in Macleod. She found him at the curling rink! Dinner would take us away for a short time. Then back we went to the hotel room and the

'phone. Someone would get an idea; all three would talk it over; it would grow and improve; be noted down; and another piece of action was ready to be executed. By 11:30 or 12:00 at night we would find that we were "not producing." Then came break-up, and out into the 30 below to unwilling cars and a cold journey home. That was the way we organized; but what of the resulting action?

Support From Other Locals

Early in our meetings we contacted F. A. Rudd, president of the Lethbridge City Local. His executive agreed to sponsor advertisements in the Herald. He and his colleagues also undertook to get articles and speeches written; and a successful undertaking it was. We sent a letter to every local in the province and soon heard reports that others were actively campaigning. The Taber Local contacted its Dominion and Provincial Member, ran articles in the local paper, pepped up the Chamber of Commerce, organized a petition through the Home and School Association. Edmonton teachers campaigned in their area. One day, Harry Dow, president of St. Mary's Division Local, 'phoned and said his local was with us 100%. He really meant it. That evening we met for half an hour in Lethbridge and Mr. Dow told me that the local would match us dollar for dollar in our Herald expenses, sponsor a week's five-minute broadcast on *CJOC* and that already articles were being published in their local papers. Macleod Town Sublocal had articles written and sponsored a speaker. The Crowsnest Pass Local sent Jim Cousins down to Lethbridge to broadcast, and also a cheque for \$25. By 'phoning, meeting, writing people, we had all our broadcasts paid for. Some of our teachers were out four or five times canvassing from mer-

chants. Ken Bride, president of Local No. 21, collected between 35 and 40 dollars. Several others came close to that total. Others wrote or caused to be written two or three articles for the Herald. The staffs of Diamond City School and Coalhurst School, with others, collected by canvass more than \$250. Imagine the effort involved. They were hard-earned dollars.

Support From Lethbridge Herald

Enthusiasm, initiative, time, and some nerve were the keywords. We had a good product to sell, and we were keen to sell it. I went to see Senator Buchanan, owner of *The Lethbridge Herald*. He was enthusiastic and assured me that his editors and staff would give their support. Through them the newspaper publicity was made much easier. Our thanks are due to Senator Buchanan himself; Harold Long, managing editor; George Yakulick, city editor; but, especially, I was grateful to Hugh Mann, the Herald's advertising manager. He really helped to make things run smoothly by taking a large share of dogwork off our shoulders. From the editors we obtained space for our articles, editorials, news selection, and featuring almost every phase of our two-week campaign. From Hugh Mann, we managed, within our budget, to feature ads—good big ones—for twelve days, to splash an ad on some six pages on the final day of the campaign, as well as purchasing two full pages for advertisement (normal cost \$164.40 each).

Support From CJOC

At *CJOC*, Cam Perry, the business manager, was always willing to help as much as possible. He found time on the air for us, changed schedules on short notice, had staff to help with broadcasts or recordings. To

save our time, Anne Tessigny of *CJOC's* staff wrote our many short ads. The announcers were helpful and reassuring to our amateur speakers. Each week night we had one, sometimes two, five-minute broadcasts by a variety of speakers. They came from Home and School Associations, from the Beet Growers' Association, from school boards, from the Lethbridge Chamber of Commerce, and from various organizations including our own locals. Mayor Turcotte spoke as a representative of the Lethbridge City Council. All the broadcasts were sponsored by Home and School Associations or the speaker's own organization. A fifteen-minute forum, in which the Lethbridge Division and Lethbridge City School Boards were represented with the Campaign Committee, was sponsored by a Lethbridge merchant.

From a friend we learned that Louise O'Neill, publicity director of the ALC, was in town for the opening of the new Lethbridge branch of the ALC. She listened very patiently while I outlined our campaign, suggesting, correcting, advising. Moreover, she agreed to arrange a program for us on the ALC show. The central executive of the UFA agreed to sponsor the show. Some of you perhaps heard the letter with a reply from the Hon. Ivan Casey on the Democratic Free Speech Show.

All Working for Education

To all the people who contributed in any one of the many ways in which contributions were made, we teachers owe our thanks, but we must realize that they offered their support only because they are in basic agreement with the idea behind our campaign: Increased Provincial Grants to Education.

They agreed with us because we

were working for Education. At the beginning, we were thinking of salaries; but realized that the matter was more than a question of our personal pocket money. Our emphasis was not on salaries, but on capital grants and operational costs generally, in fact, it was Education, not teachers.

It was for these things, this one thing, that we solicited support. It was for this that we spent our time duplicating letters, addressing envelopes, 'phoning, attending meetings. In one day, Bob Kimmitt drove 120 miles to visit a dozen colleagues or so to obtain their help. Henry Toews wrote articles, chased up articles, and speakers, and money, and spent hours pick-and-hunt typing. I spent eight evenings in succession, three of them with the committee, at meetings, and making contacts, from the close of school until 11 and 12 at night. Our wives are entitled to our thanks; they had to put up with a lot for the month or more involved.

The campaign isn't over yet. There is still the business of collecting a few promised cheques and paying bills and acknowledging financial support received. But are we to stop there? There should be a provincial campaign, right now, to impress on Members the need for the proposed legislation mentioned in the Budget Speech, and the need to increase such legislation. Cards from electors to MLA's now and throughout this session should come as a follow-up of our original demands. We have received some support from the government. Is it enough? To get more, we must ask for more. Are we not individually, and as an organization, responsible for continuing to press for financial support to the greatest service, the most important service a government can give, EDUCATION?

Corporal Punishment

H. R. MATTHEWS

Guidance Consultant, Montreal Protestant Central School Board

Reprinted from *The Teachers' Magazine*

MOST educational terms, such as *enriched curriculum*, *dynamic approach*, and *education* itself are very difficult to define. They lead the definer down all sorts of byways to such an extent that often he becomes totally lost in a semantic wilderness. If there is one educational term that is easy of definition, it is corporal punishment. Everyone can come to fair agreement as to what it is, but most people disagree, sometimes quite violently, as to when it should be used. Some argue that it is a God-given technique for the revamping of a savage child to a civilized adult, while others protest equally as vehemently that it is a devastating invention of the sadist which warps and twists the pliable personalities of long-suffering children.

Now the very fact that educators, parents, psychologists, and psychiatrists differ in their views—sometimes with considerably more heat than light—indicates that to whack or not to whack is important. Nobody gets too disturbed over opposing views as to the teaching of the Ablative Absolute Construction in Latin. Nobody gets too excited over opposing views as to the teaching of subtraction. If intensity of discussion and vehemence of opinion are any indication of relative importance—and I think, perhaps, that they are—then the problem of corporal punishment comes high on the list of our many educational question marks. Let us, then, examine these two opposing views in an attempt to clarify why opinion is so divided, and why it is in many cases so biased.

Corporal punishment has had a long history—some of it, perhaps, honorable, some of it very dishonorable indeed. Nature herself uses it

to keep us on the straight and narrow path. Every time the child falls, he gets hurt. The farther he falls, the more he gets hurt. Corporal punishment of this kind, having no psychological connotations, and being immediate, inevitable, and graduated, functions as an excellent conditioner. The child learns not to fall, and no doubt keeps his integrated personality in the process. But it is difficult to keep the impersonality of Nature in interpersonal relationships. And thereby hangs the tale.

Not too long ago teachers' reports contained a long itemized list of the numerous canings administered during the day. Many schools had as a permanent fixture, a caning bench on which recalcitrant boys had to assume a position that was least likely to add either to their dignity or sense of worth, while the master liberally laid it on that part of the human anatomy which by tradition has long been associated with corporal punishment. Indeed, even today there is still published in England a catalogue which lists the latest styles in canes, birch rods, straps of various sizes and dimensions, and other implements of child torture. The degree of effectiveness of these instruments is written up in a style so attractive as to bring a wistful look into the eye of the only slightly sadistic.

Today, however, we are beginning to realize that if we do spare the rod, we are not necessarily going to spoil the child. The reasons for this diminution in corporal punishment is that many new insights have been gained into an understanding of the motives which underly human behaviour. We now know that, for the most part, the child is what he is be-

cause of his environment. Clara Bassett says, "There are sick children, children with a great variety of special handicaps, misunderstood children, badly trained children, children from miserable homes, and children seeking satisfactions in mistaken ways; but a deliberately 'bad' child is an impossibility. Because of the very nature of childhood, with its plasticity, its suggestibility, and imitateness, the problems of the child in the great majority of cases point directly back to the adults surrounding the child."

No Identical Crimes

The argument against corporal punishment, then, is simply this: that the same crime committed by two different children with two different personalities may have entirely different causes. The children should, therefore, be handled in different ways. For instance, Joe and Jimmy each steal a chocolate bar. Joe fancies himself as a smart operator, is selfish, and has no regard for the rights of others. He eats his. Jimmy is shy, confused, love-starved, and mistreated at home. He presents the bar to his teacher in a pathetic attempt to gain the affection which he has been denied. The crimes were identical. Should each, then, receive "five on each hand"? Doctors would get weird results if they gave all children with exactly the same temperatures exactly the same medicine.

But the teacher says in effect, and with justification: That is all very fine for the psychologist in his ivory clinic. I have to teach the rudiments of a not too fascinating curriculum to thirty-five children at the same time. I have to have some kind of organized behaviour in my classroom. I have to make split-second decisions. I have to keep the respect of my pupils. Corporal punishment often seems not only to be the best solution, but at times the only solution.

I have no time to delve and probe into the mysterious causes of child behaviour.

All this is true. And yet the more understanding the teacher is, the less corporal punishment she is called upon to give. The more insight she has into the motives that underly child behaviour, the better she can discipline the child, and the better teacher she is. For stubbornness, lying, cheating, etc., are not born in children, but are the logical outcome of their life experiences, and the "don't" method of handling such children is a waste of time and energy. Often, too, the most detestable child in the class is the one most in need of understanding and affection. To be persistently kind and gentle to such a child is easier to describe than it is to do, but the teacher who can will be rewarded by sometimes amazing changes in the child's personality.

Understanding or Expediency?

It seems to me that the harm done by corporal punishment comes about because of the psychological connotations that lead up to and surround the act rather than because of the act itself. It varies as to how, where, to whom, by whom, and for what the punishment is administered. Each case is therefore unique. Moreover, there is perhaps not enough attention paid to other forms of punishment that can be far more devastating in their effect. How many young children have been terrified for years by irrational fears instilled into them by their parents we shall never know. Sarcasm and ridicule can be deadly weapons to the teacher with a certain kind of personality and a certain kind of vocabulary. Constant classroom criticism, sincere though it may be, can have a demoralizing effect if it does not go hand in hand with equally sincere praise where praise

(Continued on Page 15)

Clippings Wanted

T. A. SHANDRO

YOUR Alberta Teachers' Association Executive has recognized the need for organized promotion in the interests of gradually raising the level of respect of the public towards our profession. At present a province-wide plan is in the process of formation. The plan is not a "one-man proposition" nor is it an effort on part of "head office only." Effectiveness of this plan will be judged in direct proportion to the support and co-operation it will receive from the teaching body.

It is designed basically for a double purpose:

1. To promote "promotion-consciousness" within the profession.

2. To promote teacher-consciousness among the reading and listening public.

A proper implementation of the first purpose will automatically develop the second.

Basically, the plan evolves around the essential fact that the teaching profession, in order to gain the respect it deserves, must constantly be presented in a favorable light before the eyes and ears of the general public—those with whom and for whom we work and live.

It is a recognized fact that the regular run-of-the-mill types and methods of publicity and promotional activities are insufficient. These types break down into two extreme categories. On the one level, the profession gets the publicity for which it pays—the time on the air, the space in the press, etc. At the other extreme, the profession occasionally (far too seldom), enjoys general publicity picked up by press and radio news reporters. These are presented if and when the editors see fit, and in the light in which they prefer to release them. At best the coverage

is only partial and rarely goes beyond the outlets available in one of the major cities. This, the Alberta Teachers' Association Executive recognizes, is highly inadequate for a profession as important and as close to the public as ours.

The tremendous gap between these two extreme promotion outlets is practically untapped and offers an unlimited source of newsy information. This, however, must be pinpointed, sifted out, prepared, and channelled to the proper outlets at the proper time.

There are six daily newspapers, 12 radio stations, 115 weeklies, and a score or more periodicals and trade papers in Alberta, as well as Canadian Press and British United Press wire services out of Edmonton and Calgary. This is a tremendous potential series of outlets for public information in our behalf. **But it must be developed, and the information must be supplied.**

The press and radio men must be contacted frequently. Coordinating plans between the editors, reporters, your head office, and other sources must be developed and maintained. Every news office is hard pressed for manpower and time. They would welcome and would gladly use well-written news releases ready for typeset. The estimated ratio of usability of ready material in relation to material that must first be dug up, verified, written, and re-written by their own staff reporter, is three to one. This is the vital gap that the Alberta Teachers' Association proposed promotion plan intends to fill.

But this is but part of the over-all plan. This portion merely provides public information with the object of developing a teacher-awareness and a proper respect for the profession

among the reading and the listening public.

The other part of the plan, "The development of promotion-consciousness among the teachers," is by far the more important. This is to be developed in several ways, but for the present the Executive is seeking one very minor form of activity from teachers everywhere. This request is directed primarily to those teachers who are either subscribers or who have access to a weekly or daily newspaper.

Press releases will be placed in the hands of the editors of 121 newspapers at regular intervals. The Alberta Teachers' Association Executive is most anxious to determine the extent of acceptance and coverage these releases get throughout the province. Purpose of this request is several-fold, but the major reason

is this: If, as a result of the information you supply head office, it is found that the local paper in your area fails to come up to expected standards, the Alberta Teachers' Association promotion department would then be able to take the necessary steps to develop better relations between the teaching profession and the editors concerned.

A clipping now and then, or better still, a clipping regularly as the articles appear would give head office the necessary information.

From this small beginning the Executive hopes to develop a two-way promotion - consciousness among teachers and simultaneously a two-way teacher-consciousness among the parents, editors of press and radio, community leaders, social workers, and, eventually, the general public.

Corporal Punishment

(Continued from Page 13)

is due. It would be interesting for those of us who teach to check off the number of times in a given week we criticize our students with the number of times we praise them, and then to ask ourselves the question: Whom do we like most, and for whom do we work best—those who criticize us, or those who praise us? The excessive use of punishment is not the only mistake we can make in classroom management.

In conclusion, then, the two schools

of thought on corporal punishment are not irreconcilable. The psychologist is right when he says that there is no such thing as a bad child; there is only a misdirected child or a misunderstood child. The educator is right when he says that in dealing with children as groups, the question of expediency enters. In short, corporal punishment in the classroom falls into the same category as a surgical operation. It may not be the only solution, it may not be the best solution, but at the time there seems to be no other.

High School Athletics Are What You Make Them

RHEA H. WILLIAMS

Reprinted from *The Education Digest*

ATHLETICS in the schools may be an effective medium for the education of youth, or they may be misused to glorify a coach, a school, a faculty, or as a source of entertainment for the general public. Athletics may be evaluated in the terms of championships, gate receipts, and attendance figures, or they may be judged by their effect on the human beings involved.

How is it possible to define and establish a set of principles which would insure the "tremendous power for good" of our interschool athletics?

It is squarely up to the administrators, school-board members, teachers, and coaches to define the philosophy of their athletic program. It is up to the same group to interpret this philosophy to student body and community, and to see to it that its principles are adhered to by both students and patrons.

Proper stress must be placed on athletics in relation to other phases of school operation. An example of lack of proportionate emphasis on the athletic program in general can be pointed out in the well-known *Evaluation Criteria* for secondary schools with which all school people are familiar. It is my observation that the phases of these criteria relating to health and physical education and interschool athletics are meager and incomplete.

Twelve basic principles which should be included in any statement of athletic philosophy are submitted

here. They are not suggested as all-wise or all-inclusive, but as guide posts on the road to an educational interschool athletic program.

1. Furnishing equipment and facilities for interschool athletics is the primary responsibility of the school and not the community agencies. Administrators and school-board members who maintain that high-school athletics must pay their own way from gate receipts are indirectly losing control of the athletic program and placing it in the hands of community groups which subsidize it.

2. The pupil is the centre around which and for which all interscholastic activity is organized. His welfare is of paramount importance.

3. Activities on the interscholastic program should be selected on the basis of their potential contribution to the purposes of education. This is in line with the accepted standard that all activities conducted by the school should make a definite contribution to the fundamental purposes of education in a democracy.

4. Mere participation in the interscholastic sports program is no guarantee that educational outcomes will accrue. If a sport is to make its proper contribution to the purposes of education, it must be conducted by high quality leadership which clearly understands its goals and seeks intelligently to attain them.

5. Education should make provision for the individual differences in youth. On one end of the physical

scale this means, among other things, special classes for the handicapped; on the other, it means interscholastic athletics of a broad and varied nature for the youth with superior ability.

6. Any practice which subordinates the educational function of interscholastic athletics to the winning of a contest is to be condemned.

7. Classifying sports as major and minor can be justified only in terms of their relative contributions to the purposes of education. Such classifications based on gate receipts and spectator interest are educationally unsound and indefensible.

8. All interscholastic activities should be made to yield as large an educational return as possible. The range should be wide in activities offered and in the number of youths participating.

9. Interscholastic athletics are an integral part of the total program of health and physical education.

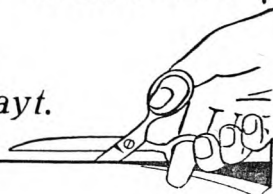
10. Emphasis should be placed on sports supervision and direction rather than on sports promotion.

11. The high-school athletic program must remain amateur in the strictest interpretation of the word. In no way can an athletic program which is not purely amateur be justifiable as a part of a high-school curriculum. In my opinion if high-school athletics lose their amateur status, there is no possible way by which they could be legitimately included in the secondary-school curriculum.

12. Awards for athletic participation must be rigidly controlled. If the values which we claim for athletics are present, what greater award could a student receive than training in such desirable attitudes as co-operation, honesty, integrity, clean living, and sportsmanship?

CLIP CORNER

By
Clayt.



"A liberal education is mere tomfoolery," says one proverb, but Cervantes says, "To love her was a liberal education."

Slander is called the third tongue because it slays three persons, the speaker, the spoken to, and the spoken of.

Thinking is the hardest work there is, which is the probable reason why so few engage in it.—*Henry Ford.*

From one that reads but one book—the Lord deliver us.—*Howell.*

No man has a good enough memory to make a successful liar.—*Abraham Lincoln.*

Teachers have the twofold responsibility of being good citizens themselves and of teaching the duties of citizenship in the schools.—*Anna Lord Strauss.*

If you are beginning to accept things as they are and have quit trying to change them for the better, you have grown old, no matter what is your age.—*North Carolina Education.*

Rural United Nations Proves Great Success

Students Learn Quickly

JOCELYN SARA

Reprinted from *The Calgary Herald*

A United Nations is operating in a tiny two-room country school near Huxley, Alberta, and the project, probably unique in Canada, has made the adjoining farming community one of the most United-Nations-conscious centres in the Dominion.

ALREADY it has paid off in higher marks and better attendance for the 23 farm children who attend Loyalty School, 30 miles east of Innisfail in Central Alberta's parkland. And it is proving that social studies can be taught in a practical and interesting way.

The project is the brainchild of enterprising English-born, Toronto-educated Gordon G. Fellowes, teacher of grades I to IX at the school. While he prefers to follow the tried and old-fashioned methods of teaching reading, grammar, and arithmetic, he also applies new ideas and methods in getting his instruction across.

Every Thursday afternoon at Loyalty School, the "security council" of the United Nations meets. It follows the agenda, received direct from United Nations headquarters at Lake Success, and makes decisions similar to those followed by its counterpart of the world member nations.

When Jakob Malik, Russia's delegate to the United Nations, walks out of the Lake Success sessions, then his counterpart at Loyalty School must walk out. And like Comrade Malik, Jack Renouf, who plays the part of the Russian delegate, has walked out 24 times.

Each week the students receive a question dealing with United Nations decisions, world affairs, or current

events. They have a week to find the answer and then bring it to the next session. Correct answers provide points toward a trip this July to the United Nations at Lake Success—a goal which all students are working toward.

Mr. Fellowes will take three students from his school on the educational trip. They will spend two weeks at Lake Success, a week in and around New York seeing everything from Coney Island to the ballet, attend one of President Truman's press conferences at the White House in Washington, and visit the giant Chicago Tribune newspaper plant.

The International-Universal Picture Corporation of Hollywood is planning to film the school, and later the three pupils when they visit Lake Success. It will be an educational film, and probably released through the National Film Board. The film unit will visit the school soon, and is held up only because there is no power to operate their machines.

The project is for the grade VII, VIII, and IX pupils, 12 in all, and they make up the permanent members of the United Nations. Grade V and VI students sit in as representatives of other countries. Only Holland's member is true to the role; Anny Sillen is a Dutch girl in grade VIII who came from her native land eight months ago.

When The Herald sat in on the session Thursday afternoon, the new president for April, Mahmoud Bey of Egypt (Keith Ginther) was introduced. Mr. Fellowes acts the part of secretary-general Trygve Lie, to prompt when necessary, and that isn't very often, and to keep things on an even keel.

The council sits around a trestle table at the back of the classroom, a glass of water at each place and a pitcher in the centre. Notebooks are open to jot down memos.

Russia's delegate rose to ask that Spain be admitted as a member. The motion was seconded but was defeated. Then Russia rose to protest against China being a member and that motion was defeated.

"Then I must withdraw as I have done on 23 previous occasions," said Russia's Jack Renouf, and he picked up his glass and his notebook and left the classroom. The Chinese delegate,

Max Ginther, was safe for another session at least.

Then the president opened the envelopes which had the answers to the previous week's question—what country has suffered dictatorship in the past few years and which has been refused membership in the security council? Ten pupils answered Spain correctly — others thought it was Australia, Britain, Australia, or China.

The pupils were obviously enjoying their schoolwork, and proof of this is shown in the attendance figures which have never dropped below 98.9 per cent since last September. One boy never missed a day during the severest 40 below zero weather and he had to walk four miles to school.

Other school marks are up too, and they must be maintained if there is to be a chance at the New York trip.



Jack Renouf, as Russian Delegate Jacob Malik at the United Nations Security Council, walks out of the conference after objecting to the presence of the Chinese Nationalist delegate. This scene was demonstrated at a luncheon meeting of the Red Deer Rotary Club.

"The whole community knows about the United Nations now," Mr. Fellowes said. "Parents can't get near the radio at news time because the children are listening to catch all the information on United Nations. And every bit of reading material—newspapers, magazines, and pamphlets—is saved in case it has necessary material."

"It's got to the point now where the parents are taking an interest, if it's only out of self-defence. One pupil thought his father was 'dumb' because he didn't know the premier of Siam."

Not only are the pupils at Loyalty School learning about the United Nations, but geography, history, and other world affairs. They are expected to know all about the countries they represent—be it Argentina or Great Britain.

In a month's time, the school will be broadcasting from its own radio station set up in the teacherage. The broadcast on 1620 kilocycles will have a radius of 25 miles and will be used to give the pupils instructions for their homework, and to play records of the day's proceedings at school.

The transmitter has been made by Mr. Fellowes and the pupils from parts of an old radio and other scrap equipment. A student will hold the license for the amateur broadcasting unit.

Loyalty School sits in a seven-acre plot of land in an isolated area of

the mixed farming district. It is just an average run-of-the-mill rural school. Its cream and brown exterior is newly painted but inside there is just the basic equipment—desks, tables, chairs, and blackboards—supplemented with some reference books.

Such project work is not new to Mr. Fellowes and his wife, who teaches the beginners. While teaching in Chicago, he took a year off to do a survey on juvenile delinquency among school children and that survey formed the basis for four books which he wrote.

Over in London before the war, the Fellowes started a school for backward children. Then Mr. Fellowes' war job—he had served in the First Great War with the Canadians—was as child health officer in South London, supervising 17,000 children who had to stay underground.

After the war the teacher helped in the rehabilitation of orphan children from such prison camps as Dachau and Buchenwald, and later helped to establish schools in occupied Germany for the British Educational Council until Unesco took the job over.

When he came to Alberta two years ago, Mr. Fellowes decided to try out his project, and he chose a rural school, partly to give such educational opportunity to the country children, and partly to prove that his idea would go over anywhere.

(See Letter Page 51)

SALARY SCHEDULE BANFF SCHOOL DISTRICT No. 102

- | | | | | |
|--------------|-----------|-----------|------------|------------|
| 1. Training | 1 yr. | 2 yrs | 3 yrs. | 4 yrs. |
| Minimum----- | \$1600 | \$1900 | \$2200 | \$2600 |
| Maximum----- | 2400 | 2800 | 3200 | 3700 |
| Increments | 8 x \$100 | 9 x \$100 | 10 x \$100 | 11 x \$100 |
2. All past experience anywhere in Alberta to be counted.
 3. Allowance for high school principal—\$400.
Allowance for elementary school principal—\$300.
 4. Allowance for university credits—\$60 per course.
 5. No teacher to suffer loss due to conversion from positional schedule.

Guidance in Small Schools

RUTH STRANG



Ruth Strang, professor of Education, Teachers College, Columbia University, believes that you should start with the child to develop a program of guidance in small schools.

HOW can boys and girls in rural areas enjoy the benefits of guidance services designed to meet their needs? This question has troubled many teachers and school administrators concerned with the development of rural children and youth.

To see how one school system has solved the problem, let us follow the step-by-step development of guidance in a particular county.* There are 16 elementary schools and 5 high schools in the county, enrolling a total of about 4,500 children in grades one through twelve. The schools vary in size from two elementary schools with two teachers to a 12-grade school with 36 teachers. Four of the high schools have supervising principals, and the others have a teaching principal. The school system employs 153 teachers. Working with the elementary teachers on a countywide basis are an elementary school supervisor, an attendance supervisor, and a school nurse or health supervisor.

The superintendent sees that his central task is to help every pupil discover and develop his best potentialities. He wants to be sure that

boys and girls who decide to remain on the farm do so because they love the land and wish to make farming their vocation or to engage in some other useful vocation in the rural area. He wants to be equally sure that boys and girls who decide to move to cities do so because they have interest in and aptitude for some urban vocation. He is concerned about their being prepared for an occupation, so that if they migrate, they will not drift into city slums where socio-economic conditions are far worse than those from which they came.

The superintendent sees that child study, guidance, curriculum, and instruction are steps toward this goal. Child study is essential if teachers are to understand each child's capacities, interests, and achievements—what he can do at his present stage of development, what he likes to do, what he needs to do, and how he learns. Only with this knowledge can the teacher give children the experi-

* For the description of the county, the author is indebted to Dr. D. P. Culp, assistant director, Division of Administration and Finance, State Department of Education, Montgomery, Alabama.



Work experience on the farm

ences they need and guide them in choosing and succeeding in these experiences.

The experiences extend beyond the four walls of the school. Wise use of community resources can enrich the education of the boys and girls and also bring desirable changes in the community. Good teaching is guidance in learning. Starting with the child, the superintendent begins to improve the guidance work in his community.

Publicize Guidance Practices

First the superintendent looks into the guidance that is now being done in his schools. He observes teachers at work. He talks with teachers, pupils, and parents. In this way he collects samples of the best guidance practices now in use in his school community. Here is a gifted teacher who uses her older pupils' interest in studying their community, with a view to making it a better place for children and young people to grow up in. Here is a teacher who tells about a boy she has helped.

Another teacher is particularly successful in encouraging eighth-grade pupils to go on to high school. In another school the principal makes work experience in the village and on the farm a part of the education of boys and girls who need this experience.

These are only few examples of effective guidance practices the superintendent collects. Each teacher describes his procedures concretely enough so that other teachers can go and do likewise, with modifications to fit their own situations. These accounts are printed by boys in a county print shop and published in attractive, readable form. This is the first county publication on guidance for both parents and teachers to read.

Form Child Study Groups

While collecting these examples of excellent guidance, the superintendent highlights statements the teachers make about their need for knowing how to study children. To each teacher he mentions the possibility of forming child study groups to meet this need. Even if only a small number of teachers are interested, a few groups can be formed, on the general pattern of the Prescott child study groups. A consultant can be obtained from the Institute of Child Study at the University of Maryland, from a local university or the state department, or a successful leader can be brought in from another county or state.

Child study groups usually meet



Teachers study pupils

twice a week. Their essential features are these:

1. Teachers attend voluntarily.
2. Each teacher studies and reports on one child, presenting all the information he can obtain. Others in the group contribute additional details.
3. On the basis of all this information, the members try to understand the causes of the child's behavior, to discern trends in his development. Then they suggest tentative hypotheses.
4. They test these hypotheses by further study of the child and by reference to books on child study and child psychology.
5. They may request a workshop or seminar for more intensive study.

Even though some teachers who most need the experience of child study do not enroll, it is best to keep the groups on a voluntary basis. As the members tell others how much they are enjoying the experience, more and more teachers will join. Parents, too, hearing about the groups, may request help in setting up parent child-study groups.

Improve Pupil Records

Interest in child study will make teachers more aware of the value of cumulative records. In this county at present most children are given intelligence tests in the first and third grades. Achievement tests are administered to each elementary child each year. Diagnostic tests may be requested by individual schools. A permanent cumulative record is started for each child in the first grade and kept up to date as he progresses through the grades. The teachers, however, use the cards very little for guidance purposes.

Teachers need help in keeping, interpreting, and using cumulative records. If the supervisor or principal is qualified, he can help the teacher by studying with her, once or twice a year, the records of every child in her class. He can point out

the trends in the child's physical, social, emotional, and intellectual development; he can help her to see possible causes of difficulties; he can suggest experiences which the school, the home, and the neighborhood can give the child.

If the principal or supervisor does not have the time to do this, he may mimeograph a few actual cumulative records, and use them in a faculty meeting on the interpretation and use of records. Each teacher present will first study each record and write a summary of what she learns from it. She will also suggest ways she can further the child's best development. Then the principal may interpret the records, or if he does not feel qualified, he may ask some person more experienced in child study to lead a discussion. Where teachers see for themselves that cumulative

ABOUT THE AUTHOR

Ruth Strang taught in New York City schools immediately after her graduation from Columbia University. Then she returned to Columbia to earn her doctorate in education and to teach. From her early specialization in health education Dr. Strang has turned to the broader field of child study and guidance. Her *Role of the Teacher in Personnel Work, Counseling Technics in College and Secondary Schools*, and *Educational Guidance: Its Principles and Practice* are leading publications in the guidance field. Dr. Strang has also written books on health education and reading in high school and college. With Latham Hatcher she has worked in rural counties in Kentucky and has written *Child Development and Guidance in Rural Schools*. She edits the *Journal of the National Association of Deans of Women* and is serving on the National Society for the Study of Education committee preparing a yearbook on rural education.

records help them to understand and teach children, they will record information more fully and accurately and use the records more effectively.

Help Supervisors Grow

The superintendent also works with and through the county supervisors, encouraging them to learn as much about guidance as possible. A guidance institute or workshop can help both supervisors and teachers. A state-wide program may provide an annual period of intensive training to the persons in each county responsible for helping teachers improve their counselling and group work. Under another plan, supervisors meet every week in a seminar to discuss specific problems in helping teachers do more effective guidance.

The supervisors may select some important phase of guidance to work on each year. For example, the "helping teachers" of New Jersey, whose position combines elementary school supervision and guidance, worked intensively with teachers one year in improving the quality of parent-teacher conferences. School was occasionally dismissed in the afternoon so that teachers could schedule conferences with parents.

Provide Specialists

As the need for more specialized guidance services becomes clear, the superintendent may get funds to employ a coordinator of guidance for the area. This broadly trained person would work closely with the other supervisors and with administrators and would be responsible for the in-service education of teachers in guidance. He might also set up a county-wide advisory service to which cases would be referred. Although such a guidance centre would help individual children and young people with problems of vocation, reading, emotional disturbance, and so on, its more far-reaching function would be the training of teacher-counsellors from the schools of the county who

would work at the centre under expert supervision.

Educate for Guidance Responsibilities

At the present time most rural teachers have had no special preparation for guidance. Teachers' colleges, recognizing this lack, are giving more attention to guidance and child study in their basic courses. In addition, more and more teachers' colleges are including in their curriculum courses on guidance principles and procedures which deal with the teacher's role. More advanced courses in counselling technics and methods of group work are also being offered.

Here are some effective ways to help teachers in service grow in their guidance responsibilities:

A guidance institute for all teachers, held before school opens

Faculty meetings on guidance

Informal luncheon groups in which guidance problems are considered

Voluntary workshops, reading groups, or study groups throughout the year, each group concentrating on some phase of guidance and reporting to the entire faculty.

Meetings for improving guidance practices should be thoroughly enjoyable. In my class on the role of the teacher in personnel work, the following experiences seem to be most effective:

Panel discussions by pupils who speak frankly about the kind of guidance they need and describe how certain teachers have helped them—or failed to help them;

Demonstrations of the case conference method, in which members of the school staff discuss an individual student — what they have learned about him, what this information means, what the school can do to help him develop his potentialities more fully;

Role-playing, in which members of the group describe a concrete situation and then play the part of pupil and teacher, sometimes reversing roles and presenting different ways

of handling the same situation;

Dramatizations of interviews as a basis for studying possible ways to improve conferences with pupils and parents. These sample interviews may be taken from such books as *Educational Guidance: Its Principles and Practice*, or they may be verbatim reports of interviews held in one of the schools.

Demonstrations of group discussions and committee work, conducted by gifted teachers;

Films showing: (1) how teachers learn to understand and help students, (2) possible causes of observed behavior and paths to better adjustment, and (3) group work methods.

Teachers enjoy meetings of this kind, and gain from them new knowledge and skill for their work with individuals and with groups.

Discover Community Resources

Even the most underprivileged community has some resources for guidance. For example, one principal discovered a miner who had formerly played the violin, but no longer took any interest in music. He was withdrawing from people, becoming careless about his appearance. The principal persuaded him to help start an orchestra. This successful venture contributed greatly to the children and young people of the community, and to the miner's own adjustment to life. Another member of a rural community was gifted in working with adolescent boys. He was a "natural," intuitively skillful in guidance. The young teacher referred her older "problem boys" to him.

Former pupils have much to tell boys and girls who are still in school about the jobs they were able to get and the preparation they needed. Some workers in the community are willing to provide on-the-job training in diversified occupations for pupils who need this kind of experience. One of the social or civic clubs is often interested in making a thorough

survey of vocations in the region. Nearby colleges and universities, hospitals, and other agencies will supply consultation and other services to schools that know what they want. Community councils and advisory committees have been valuable resources to many schools.

Better Guidance in Rural Schools

The superintendent or principal with vision and a genuine respect for people and faith in them will greatly improve the quality of counselling and group work in his schools. His job is the production of better people in better communities. His guidance program begins with the good work his teachers are already doing. With all groups working simultaneously—superintendents, supervisors, principals, teachers, parents, and pupils—they move forward slowly but surely toward the main goal—helping every individual to develop his best potentialities for personal happiness and social usefulness.

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Universal Declaration of Human Rights

Human Rights in Brief, from *Unesco's Courier*

Stripped of all unnecessary words, here is the United Nation's Universal Declaration of Human Rights.
The preamble says:

Now therefore the General Assembly proclaims the Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms. . . .

The articles provide:

- ARTICLE 1—Right to equality.
- ARTICLE 2—Freedom from discrimination.
- ARTICLE 3—Right to life, liberty, personal security.
- ARTICLE 4—Freedom from slavery.
- ARTICLE 5—Freedom from torture, degrading treatment.
- ARTICLE 6—Right to recognition as a person before the law.
- ARTICLE 7—Right to equality before the law.
- ARTICLE 8—Right to remedy by competent tribunal.
- ARTICLE 9—Freedom from arbitrary arrest, exile.
- ARTICLE 10—Right to fair public hearing.
- ARTICLE 11—Right to be considered innocent until proved guilty.
- ARTICLE 12—Freedom from interference with privacy, family, home, correspondence.
- ARTICLE 13—Right to free movement in and out of any country.
- ARTICLE 14—Right to asylum in other countries from persecution.
- ARTICLE 15—Right to a nationality and freedom to change it.
- ARTICLE 16—Right to marriage and family.
- ARTICLE 17—Right to own property.
- ARTICLE 18—Freedom of belief and religion.
- ARTICLE 19—Freedom of opinion and information.
- ARTICLE 20—Right to peaceful assembly and association.
- ARTICLE 21—Right to participate in government, and in free elections.
- ARTICLE 22—Right to social security.
- ARTICLE 23—Right to desirable work and to join trade unions.
- ARTICLE 24—Right to rest and leisure.
- ARTICLE 25—Right to adequate living standard.
- ARTICLE 26—Right to education.
- ARTICLE 27—Right to participate in the cultural life of community.
- ARTICLE 28—Right to social order assuring human rights.
- ARTICLE 29—Community duties essential.
- ARTICLE 30—Freedom from State or personal interference in the above rights.

What Is Gestalt Psychology

D. J. SALSFIELD, B.Sc., M.D., A.B.Ps.S.

Reprinted from *The Schoolmaster*

This is recommended for those who like "meaty" articles.

Arrange three dots on a sheet of paper, so that they are not too distant from each other, let us arbitrarily say, no further from each other than 20 times their diameter, and not on the same straight line. We observe now firstly that there are three dots, but we also observe secondly a triangle whose corners are the three dots. There are no triangular qualities whatever in the separate dots. It is not necessary to put dots on the paper, we may as well draw asterisks, crosses, or any marks. We can also observe easily that the further the marks are apart, or the more different the marks are from each other, that the triangle will become progressively more indistinct.

Where does the *triangle* come from? There must be something like a triangular scheme that makes us perceive a triangle, a kind of perceptive predisposition in our brain. The three dots produce a *field*, a stress that produces *closure*; in other words, in a psychophysical process the stimuli—in this instance the dots—are joined together in a more complex percept. Gestalt psychologists speak of *isomorphism* meaning that there is a physiological process in the brain which corresponds to a psychological process in the mind.

The word *Gestalt* is practically untranslatable. It means *pattern*, *configuration*, or *field*, similar to the meaning of the word in physics where we speak, for instance, of an electromagnetic field. Gestalt psychology deals with the properties of psychological Gestalten and how they apply to mental activity and development.

The Whole and Its Parts

Let us begin by considering the truism that a whole consists of its parts. It is also evident that a whole has properties that derive from its parts. The whole has, however, also properties that are not to be found in the parts themselves, but arise when elements are arranged in a pattern. We shall not investigate here the important question of which has logical, phenomenological, and metaphysical priority, the whole or its parts. Psychologically, there are certain laws which determine when a Gestalt tends to be perceived. The factors, not necessarily present in all cases, that are important in the formation of a Gestalt, appear to be, according to Wertheimer: 1. Proximity, 2. similarity, 3. common fate, 4. good figure, 5. set (*Einstellung*), 6. past experience. That means, if the elements tend to be close together, similar, undergo similar changes, as for instance, change similarly in size, color, direction of movement, etc., are configured in a *good*, natural figure, if the observer is prepared, by intention or previous experience, to expect a certain configuration, the forces of the psychological field tend to become strong enough to produce *closure*, and a Gestalt is apprehended.

Examples

.....**Proximity**
.....We observe three arrangements of two lines each, and
.....not, for instance, two arrangements of three lines each, because of the shorter distance
.....between the first and the second, the third and the fourth,
.....the fifth and sixth lines, than between the second and third and the fourth and fifth.

(Continued on Page 54)



OUR LIBRARY . . .

NEW BOOKS IN THE A.T.A. LIBRARY

Canada—

A Political and Social History, Edgar McInnis, Rinehart & Company, Inc. (from Clarke, Irwin & Company in Canada) 573 pp.

Books concerning the history of Canada from the days before the white men to the twentieth century are numerous, but books of the detail and grasp of this political and social history of Canada are relatively few. Beginning with a chapter called *The Settler*, which deals with the face of the land, the natural resources, and the natives, this study carries us to the end of the Second Great War stressing all the important events and peoples that have contributed significantly to Canada's history.

The book tells the story of the "slow and tenacious advance from one step to another along the road of nationhood, the patient evolution of successful compromises in politics and government, the determined conquest of physical obstacles to national economic development."

Improving Reading in Content Fields—

Compiled and edited by Willam S. Gray, University of Chicago Press, 240 pp.

This book reports on the proceedings of the Annual Conference on Reading held at the University of Chicago in 1946. The discussions of each conference are organized around a central theme chosen, for its timeliness, to secure a better un-

derstanding of basic factors involved in reading, and to appraise current practices in teaching reading, in the light of developments in related fields. An effort is made to organize the conference in such a way as to throw a new light on the problems discussed, to clarify thinking concerning the issues involved, and to suggest ways of improving current procedure in the field of reading.

"Reading in Content Fields" was selected for discussion because school systems throughout the country have of late recognized, with increasing clarity, the urgent need for greater efficiency in the reading and study activities of pupils in various content fields, and are attempting in numerous ways to secure improvement."

There are ten sections to the book including the purpose and extent of reading, reading attitudes and skills needed, vocabulary development, understanding and interpreting content material, wide reading in the content field, and diagnosis and remediation.

Crisis in Education—

Bernard Iddings Bell, McGraw-Hill Book Company, Inc., 237 pp.

Having shown in the first ten chapters of *Crisis in Education* the whole tragic inability of American education to turn out men and women equipped for modern adult life, Dr. Bell turns in the last chapter to constructive suggestions for improving the situation. He explains that the purpose of the book is to point out the basic faults of American education which "result in im-

maturity of our culture and thought, an increasingly evident immaturity that endangers the social structure, and prevents a reasonable amount of happiness for Americans individually."

The book is a challenge to the complacency of educators and parents on the American scene; we in Canada would do well to read, and inwardly digest, Dr. Bell's criticisms and suggestions, for some of them apply very markedly to our own system.

Let's Make a Puppet—

Helen Farnam and Blanche Wheeler. *The Webb Publishing Company*, (distributed in Canada by *Clarke, Irwin & Company Limited*) 31 pp.

A neat little book full of detailed plans and drawings, *Let's Make a Puppet* gives a complete set of directions for the making of the clown-puppet, *Cherry*. It tells you how to make the puppet doll and his costume, how to string the puppet, how to assemble the control, and how to stage a simple puppet play.

Educational Guidance: Its Principles and Practice—

Ruth Strang, *The MacMillan Company*, 268 pp.

Much has been written in the broad field of guidance, and much in the field of vocational guidance, but very little has been written in the important field of educational guidance. The author hopes that this book will fill the gap and will serve as a com-

panion volume to other books on personnel work.

The first five chapters deal with the need and nature of educational guidance, with self-approval, with education opportunities, with programs of educational guidance, and with the counselling process. After these chapters, follows the most important part of the book—the records of actual interviews. "These interviews show how school guidance workers have dealt with a variety of common counselling problems."

Behind Schoolroom Doors—

Carla Z. Dawson, *Wetzel Publishing Company, Inc.*, 251 pp.

"This book is the record of a teacher in an American public school, and is written from notes made at the end of each school day without elaboration or the intention to record anything but incidents and routine observations."

We can learn a great deal from these observations. They are thought-provoking, but not pleasant. Between the lines one can read more of a teacher's life and work than in any treatise on education by an expert.

(Perhaps we in Canada pay too much heed to what is going on in the American scene, but I think not. American education has been, and is, a great influence on us and we must watch its progress and try to avoid the pitfalls into which it has stumbled. We can profit a great deal by a serious study of the trends in American education.)

Far more seemly were it for thee to have thy studie full of bookes, then thy pursse full of mony.

John Lyly, *Euphues*, (Arber) p. 192 (1579).

The Teacher As Seen By—



...HIS STUDENTS



...HIS PRINCIPAL



...HIS FELLOW TEACHERS



...HIS FAMILY



...HIS STUDENTS' PARENTS



...AND HIMSELF

● **Fred Seymour**, our president, was presented with a white stetson by Mayor Don Mackay at the teachers' banquet—to which several teachers, including an Executive member and a Departmental official, contributed through parking tickets at \$1.00 each.

● **The Annual General Meeting** started right on time, 10 a.m., but it ran overtime by one and one-half hours — which is extraordinarily good, considering the amount of business. Our president kept things moving along at a brisk rate.

● **Several councillors** attending the Annual General Meeting spoke favourably of the way the Association business is being conducted.

● **Teachers who oppose *The County Act*** have been accused of doing so for political reasons. Would some teachers who support *The County Act*, which, in the opinion of all educational authorities is not in the interests of the schools, be doing so for "political reasons"?

● **The Palliser Hotel lobby** has been redecorated. Now, if the hotel would only get rid of those narrow cots, or else equip them with guard rails!

● **A trustee with years** of experience, and who is working for better schools and better teaching conditions, told the secretary that the reason teachers' services are not appreciated by the general public is that teachers deal with children, while other people deal with adults or things. There may be a good deal of truth in this observation.

● **Couldn't it be arranged** to have board members and parents especially those who think teachers are now getting paid enough, take over classes for a few days, anything up to two weeks?

● **Students could be well "primed"** for the occasion, through judicious and timely hints.

● **The teacher could give** the "layman teacher" a section of the course of studies to cover with tests after the teacher returns. Pictures should be taken of the ceiling, the tops of the desks, the library books, and other equipment that may receive special pupil attention while the teacher is absent.

● **And don't forget** the extracurricular activities. Give the layman complete charge and responsibility.

● **"Experience is the teacher of fools,"** says an old proverb but Plato says, "No one learns without experience."

● **"I only ask that fortune send a little more than I can spend."** This is the proposed theme song for salary negotiating committees this year.

● **Methods of screening** candidates for teacher training in Great Britain were described by H. C. Dent, education editor of *The London Times*. Every candidate, whether entering a wartime emergency or regular training program, is interviewed personally by a panel of three in an effort to determine "whether the candidate has the personal qualities which are required to make him a successful member of the teaching profession."

● **The recently adopted practice** of paying school grants on the previous year's operation should mean that no more letters will be sent by the Department of Education to school boards—suggesting conservatism in preparing budgets and resulting, generally, in loss of salaries to teachers.

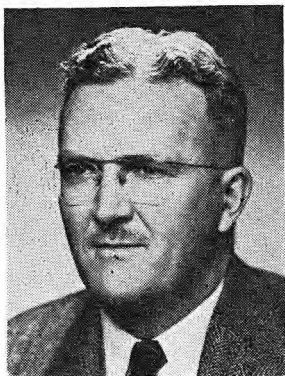
● **When it comes to budget cutting** it is "women and children first," Lady Astor once said.

● **For every student** who is now in university in Alberta, there are at least two more equally able and anxious to attend.

Provincial Executive, Alberta



**E. T. Wiggins,
Past President**



**Eric C. Ansley,
General Secretary**



**N. A. Wait,
Southeastern Alberta**



**H. Dewar,
Northwestern Alberta**



**N. A. McNair Knowles,
Southwestern Alberta**



**E. G. Callbeck,
Calgary District**

Teachers' Association, 1950-51



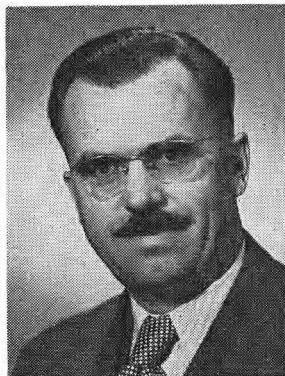
**Marian Gimby,
Vice-President**



**F. J. C. Seymour,
President**



**G. Kolotyluk,
Northeastern Alberta**



**A. Allen,
Central Western Alberta**



**Frank Edwards,
Edmonton District**



**S. Olsonberg,
Central Eastern Alberta**



(1) Ballots being printed in Head Office. (2) Mrs. Freeman and Mrs. Girard sorting envelopes according to districts. (3) Ballots go through stamp meter machine—last step before mailing. (4) Teachers registering at AGM. Seen in foreground, left to right, J. Sandercock, E. Raitz, Mac Knowles, G. French. (5) At the banquet—G. Dann, J. Copeland, Fern Edwards. (6) Mayor Don Mackay presents Stetson to President Fred Seymour. (7) Norm Wait, always the first to arrive at the meetings. (8) Interesting job of counting ballots. At the head of the table, E. T. Wiggins, returning officer.

Amendments to Alberta Teachers' Association Bylaws

The following amendments to the Bylaws of the Association were passed at the 1950 Annual General Meeting.

1. **Bylaw 7, Section (2)** amended to read as follows:

7. (2) Until varied pursuant to Article 7 (1) the fees payable shall be computed upon the following basis:

Where the annual salary of the member does not exceed \$1,499—\$1.25 per calendar month or \$15.00 per annum.

Where it exceeds \$1,499 but does not exceed \$1,999—\$1.50 per calendar month or \$18.00 per annum.

Where it exceeds \$1,999 but does not exceed \$2,499—\$1.75 per calendar month or \$21.00 per annum.

Where it exceeds \$2,499 but does not exceed \$2,999—\$2.00 per calendar month or \$24.00 per annum.

Where it exceeds \$2,999 but does not exceed \$3,499—\$2.25 per calendar month or \$27.00 per annum.

Where it exceeds \$3,499 but does not exceed \$3,999—\$2.50 per calendar month or \$30.00 per annum.

Where it exceeds \$3,999 but does not exceed \$4,499—\$2.75 per calendar month or \$33.00 per annum.

Where it exceeds \$4,499 but does not exceed \$4,999—\$3.00 per calendar month or \$36.00 per annum.

Where it exceeds \$4,999—\$3.25 per calendar month or \$39.00 per annum.

2. **Bylaw 7A** added to Part III:

7A. (1) There shall be established and maintained a special fund to be known as *The Supplementary Pension Fund of the Alberta Teachers' Association* (in this Bylaw called *The Fund*), for the purpose of providing certain retired teachers with pensions in addition to pensions under *The Teachers' Retirement Fund Act* as amended from time to time.

(2) The Fund shall be established and maintained by a levy of up to one-half ($\frac{1}{2}$) of one (1) percent of the salaries of all members of the Association, and the amount of such levy to be reviewed yearly.

(3) The aforesaid levy shall be deemed to be additional membership dues payable as provided in Section 11 (1) of *The Teaching Profession Act*.

(4) The Executive Council shall be charged with the administration of The Fund and shall invest, maintain, disburse, and manage the same as hereinafter set forth and subject to such regulations as the Executive Council may established not inconsistent herewith.

(5) The Executive Council shall disburse The Fund by monthly payments as follows:

(a) To each teacher who retired before April 1, 1948, and receives a pension under *The Teachers' Retirement Fund Act*, such amount as, when taken together with said pension, will provide him with a total pension of sixty-five (65.00) dollars per month.

(6) The said Supplementary Pension shall be paid upon application and without a means test, and the teachers who are eligible for pensions under The Supplementary Pension Fund shall be notified that they are eligible for increased benefits.

3. The addition of **Bylaw 58A** with respect to Proceedings for Re-count on Appeal.

58A. (1) The following persons shall be entitled to appeal for a re-count of the vote which shall be conducted in accordance with the provisions of this Bylaw:

(a) Any defeated candidate (hereinafter called Appellant) for the office of President or Vice-President for whom the number of ballots cast, as counted by the re-

turning officers, was not more than fifty (50) less than the number cast for the successful candidate.

(b) Any defeated candidate (hereinafter called Appellant) for the office of District Representative for whom the number of ballots cast, as counted by the returning officers, was not more than ten (10) less than the numbers cast for the successful candidate.

(2) Such appeal for a recount shall lie to the Executive Council or such committee thereof as may be appointed for such purpose, which committee shall consist of not less than three (3) members of the Executive Council.

(3) The Appellant shall within twenty-one (21) days of the counting of the ballots file with the General Secretary-Treasurer:

(a) A Notice of his Intention to appeal for recount of the vote by the Executive Council;

(b) A Statutory Declaration setting forth that in his opinion the returning officers, in counting the ballots, improperly counted or rejected a ballot paper, or made an incorrect statement of the number of ballots cast for or transferred to any candidate, or improperly added up the votes.

(4) Upon receipt of the said Notice of Intention and Statutory Declaration the General Secretary-Treasurer shall arrange with the Executive Council for a time and place for a recount of the vote and shall within twenty-one (21) days of the receipt of the said Notice of Intention notify the Appellant of such time and place.

(5) The Appellant shall forthwith (or General Secretary-Treasurer shall also) by registered mail notify all candidates who may be affected of such time and place and shall state that they have a right to be present personally or by agent at the said recount.

(6) At the time and place ap-

pointed, the Executive Council or such committee as may have been appointed for the purpose, after being satisfied that the foregoing procedure has been complied with, shall proceed to recount the ballots relative to the appeal.

(7) The persons entitled to be present at such recount shall be the members of the Executive Council, the General Secretary-Treasurer, the Appellant or his agent appointed in writing and all other candidates who may be affected thereby or their agents appointed in writing.

(8) The result of the recount shall be determined by the majority vote of the Executive Council or its committee appointed for the purpose, and their decision shall be final and binding on all parties, provided that the officer or member of the Executive Council whose office or membership is in question shall not participate in the count.

(9) The result shall be communicated to the General Secretary-Treasurer, who shall thereupon announce the results of the recount and shall cause the said announcement to be printed in the next issue of *The A.T.A. Magazine*.

(10) In the event that an Appellant is successful, the candidate who had been improperly installed in office shall no longer be an officer or member of the Executive Council as the case may be, and the successful Appellant shall assume office or attain membership on the Executive Council in his stead.

4. The incorporation of the Trust Fund Regulations in the Bylaws by the addition of **Bylaws 62, 63, 64 and 65.**

62. The general funds of the Association shall be subject to appropriations by the Executive Council as hereinafter provided for the purpose of establishing and maintaining a Trust Fund of scholarships, libraries, and research facilities, and

(Continued on Page 53)

Resolutions Adopted by the Annual General Meeting, 1950

1. **BE IT RESOLVED**, that the Government of Alberta be urged to adopt the following measures as minimum essentials for elementary and secondary education in the province:

(1) An immediate increase in teachers' salaries, such increase to bring the salaries to a professional level where they would attract the superior students of the province, and where they might induce to return to the profession many teachers who have left teaching for more remunerative employment.

(2) Adequate grants up to at least 50% of the total cost of elementary and secondary education, such grants to include

- (a) a grant per classroom,
- (b) an equalization grant, based on the assessment per classroom,
- (c) a grant per pupil, based on enrollment,
- (d) a grant per teacher, based on qualifications and experience,
- (e) a grant towards cost of transportation in centralization,
- (f) an isolation grant, based on the isolation of the school,
- (g) a building grant for schools and homes for teachers.

(3) Adequate retirement allowances, with the pension scheme providing for disability and death benefits.

(4) More teacher participation in school programs so that teachers may share in the development and planning of curricula and all other activities of the school.

(5) The establishment of higher standards for the teaching profession, including entrance requirements which are the equivalent of those for other faculties of the university, and a minimum of two years of training for certification.

(6) The institution of a definite and dynamic recruitment campaign to get superior students to enter the teaching profession in sufficient numbers.

(7) The discontinuance of the practice of permitting school boards to engage unqualified persons in classrooms as "correspondence supervisors."

(8) Security of tenure, including the right of a teacher or principal to an appeal in case of a proposed transfer. (**Annual General Meeting, 1949**)

2. **BE IT RESOLVED**, that teachers be encouraged to take part in curriculum - making throughout the province with adequate provision being made for meetings during regular school time. (**Annual General Meeting, 1949**)

3. **BE IT RESOLVED**, that the Alberta Teachers' Association ask the Executive Council of the Government to use part of the money that is now being spent on bursaries for students in the first and second years of training in the Faculty of Education, for

worthwhile scholarships to students in the third and fourth years of training in the Faculty of Education. (**Executive**)

4. **BE IT RESOLVED**, that the Executive Council of the Alberta Teachers' Association ask the Department of Education to send representatives to a joint meeting to discuss the problems of curriculum-making, in general, and in detail. (**Executive**)

5. **BE IT RESOLVED**, that the Alberta Teachers' Association ask the Executive Council of the Government to engage a committee of one or more properly trained and experienced school technicians, in consultation with the Alberta Teachers' Association, to make a survey of elementary and secondary education in Alberta, the results of such survey to form the basis for minimum foundation program for the schools of Alberta, and that interested parties be permitted to submit briefs to the committee. (**Executive**)

6. Whereas on January 1, 1950, only 100 teachers in Alberta were being paid at a rate of salary less than \$1,500 per year,

BE IT RESOLVED, that the Alberta Teachers' Association ask the Department of Education and the Executive Council of the Government to amend Section 172 of *The School Act* by raising the Statutory Minimum to \$1,500 per year and by the deletion of the proviso to Subsection (2), "Provided that upon the request of a board the Minister may authorize the payment at a lower rate of salary for a specified time." (**Annual General Meeting, 1949**)

7. **BE IT RESOLVED**, that the Cen-

tral Executive emphasize in their future recommendations to negotiating committees the importance of higher maximum salaries for teachers. (**Local**)

8. Whereas; the present system of collective bargaining between local groups of teachers and their employing boards has, in the main, proved satisfactory, but Whereas; there is merit in the principle of one salary schedule for all teachers in the province,

BE IT RESOLVED, that this Annual General Meeting endorse participation by our Executive in further conferences with the Department of Education and the Alberta School Trustees' Association with a view to arriving at a definite provincial salary schedule proposal for submission to councillors in General Meeting. (**Annual General Meeting, 1949**)

9. Whereas; according to the terms of *The School Act*, a teacher may be docked 1/200 of his annual salary for every day he does not present himself at school, including days that the weather was too severe, the roads impassable, transportation facilities suspended, and for other reasons beyond the teacher's control,

BE IT RESOLVED, that the Executive Council of the Alberta Teachers' Association ask the Department of Education to propose an amendment to *The School Act* providing for absence of the teacher from the school for any of the above reasons, without loss of pay. (**Executive**)

10. **BE IT RESOLVED**, that in cases where noon-hour supervision is absolutely necessary school boards make adequate provision for such supervision. (**Local**)

11. Whereas; towns coming into divisions may find that salaries of present teachers are above the divisional schedule, and

Whereas; when schedules are changed from *positional* to *single* form, some salaries are higher than they would be under the single schedule,

BE IT RESOLVED, that we recommend that all collective agreements contain a clause stating "that no teacher shall suffer a reduction in salary, in whole or in part, by the coming into force of this schedule." (**Executive**)

12. Whereas; the inadequate grants for elementary and secondary schools have resulted in inadequate salaries for teachers, which is the primary cause of the continuing shortage of teachers in Alberta,

BE IT RESOLVED, that the Alberta Teachers' Association continue the campaign to obtain provincial grants of at least 50% of the total cost of elementary and secondary education. (**Annual General Meeting, 1949**)

13. **BE IT RESOLVED**, that the Alberta Teachers' Association, and the local associations of the Alberta Teachers' Association, ask all members of the House of Commons and the Senate from Alberta to support legislation for federal aid for schools. (**Annual General Meeting, 1949**)

14. **BE IT RESOLVED**, that the Executive Council of the Alberta Teachers' Association ask the executive of the Alberta School Trustees' Association to set up a panel of chairmen available for boards of arbitration in the mat-

ter of salary disputes between boards and locals, all of whom are acceptable to the Alberta School Trustees' Association and the Alberta Teachers' Association, and who have signified their willingness to accept the appointment if and when asked through the Department of Labour. (**Executive**)

15. **BE IT RESOLVED**, that the provincial government be requested to institute grants covering at least 50% of the cost of all new school buildings. (**Local**)

16. **BE IT RESOLVED**, that the Alberta Teachers' Association ask the Department of Education to propose an amendment to *The School Act* providing for accumulative sick pay for teachers up to a maximum of 200 days. (**Executive**)

17. **BE IT RESOLVED**, that the Alberta Teachers' Association recommends to the Department of Education and the Executive Council of the Government that *The School Act* be amended by providing that all proposed termination of designations of principals, vice-principals, assistant principals, and other administrative officers be subject to appeal to the Board of Reference, and that all proposed transfers of teachers be subject to appeal to a committee of the school boards and the teachers' associations. (**Annual General Meeting, 1949**)

18. Whereas; *The School Act*, as amended in 1949, makes provisions for scholarships by districts for teacher-training, and Whereas; the Department of Education has circularized school boards, asking them to share in the cost of these bursaries,

BE IT RESOLVED, that we ask the Department of Education to take the steps necessary to insure that teachers who have accepted bursaries from school boards are not bound to a contract with that board, nor obligated to accept employment with the board at that board's convenience but that they should be permitted to accept employment with other school boards if they have not been placed by the board in a specific school on or before July 15. (Executive)

19. **BE IT RESOLVED**, that the Alberta Teachers' Association petition the government to amend the present legislation giving school boards the right to transfer teachers at the end of a school year or during a school year only when mutually agreed upon by all teachers concerned, such amendments to make provision for appeal of any notices of transfers of teachers. (Local)

20. **BE IT RESOLVED**, that the Department of Education be asked to set a grant per pupil enrollment to be included in the grant regulations, and that no grant be made for more than 32 pupils for each "home" classroom. (Annual General Meeting, 1949)

21. **BE IT RESOLVED**, that the Alberta Teachers' Association ask the Department of Education to negotiate with the Alberta Teachers' Association and the Alberta School Trustees' Association, all regulations of the Department of Education in which teachers' interests are concerned. (Annual General Meeting, 1949)

22. **BE IT RESOLVED**, that the Al-

berta Teachers' Association ask the Department of Education that, in all schools, provision be made for adequate staff rooms, including principal's office and a general staff room. (Executive)

23. **BE IT RESOLVED**, that the Alberta Teachers' Association ask provincial and local school authorities to give consideration to finding a solution to the problem of living accommodation for teachers, including the feasibility of building houses and apartments centrally located in villages or towns, such buildings to have modern facilities. (Executive)

24. **BE IT RESOLVED**, that the Alberta Teachers' Association recommend to all locals that in their collective agreements provision be made for the school boards to supply stenographic and clerical assistance to principals, vice - principals, and teachers. (Executive)

25. **BE IT RESOLVED**, that the Executive Council of the Alberta Teachers' Association ask the Alberta School Trustees' Association and the Department of Education to provide time off for principals, vice-principals, and teachers in order to look after details of administration and/or preparation of material for classroom instruction. (Executive)

26. **BE IT RESOLVED**, that the Executive Council of the Alberta Teachers' Association ask the Department of Education to negotiate with the Association in regard to the relationships between teachers, principals, and superintendents, and in the mat-

ter of advertising staff vacancies.
(Executive)

27. **BE IT RESOLVED**, that the Executive Council of the Alberta Teachers' Association ask the Department of Education to advertise all vacancies (requiring teacher certification) within the Department of Education in *The ATA Magazine*, giving details of academic and professional qualifications, experience required, and salary. (Executive)

28. Whereas; salary agreements are now negotiated by the board of trustees and representatives of the teacher employees,

BE IT RESOLVED, that the Alberta Teachers' Association ask the Department of Education and the Executive Council of the Government to amend Section 171, Subsection (6) of *The School Act* by deleting "or by reason of the financial necessities or circumstances of the district." (Annual General Meeting 1949)

29. **BE IT RESOLVED**, that the Alberta Teachers' Association urge the provincial government to amend *The County Act* so as to make provision for an elected school board that shall have as one of its responsibilities the requisitioning and the control of funds for educational purposes.

30. **BE IT RESOLVED**, that the Alberta Teachers' Association ask the Department of Education and the Executive Council of the Government to amend Section 178,

Subsection (1) of *The School Act* by providing that a vice-principal be appointed in every school where six or more teachers are employed. (Annual General Meeting 1949)

31. **BE IT RESOLVED**, that the Alberta Teachers' Association ask the Department of Education to propose an amendment to *The School Act* giving school boards the right to negotiate with the local associations of the teachers with respect to holiday periods, having regard to transportation facilities and to the minimum holidays provided in *The School Act*. (Executive)

32. **BE IT RESOLVED**, that the Alberta Teachers' Association ask the Department of Education and the Executive Council of the Government to propose an amendment to *The School Act* by providing for payment of a teacher's salary in full for a period of not more than five days in any one year in cases where a teacher is absent from school to attend meetings of educational nature. (Annual General Meeting 1949)

33. **BE IT RESOLVED**, that the Alberta Teachers' Association seek the cooperation of the Alberta School Trustees' Association and other organizations in bringing to the people of Alberta detailed information about the needs of education in this province, and further

BE IT RESOLVED, that this Annual General Meeting ask the

Executive Council of the Government to make a thorough survey of Alberta schools.

34. **BE IT RESOLVED**, that the Alberta Teachers' Association request the provincial government to take whatever steps may be necessary to ensure that radio station *CKUA* be maintained as a non-commercial station, administered by the Department of Education, operating in conjunction with the University of Alberta and other groups organized to promote the educational and cultural interests of the people of Alberta.

35. Whereas; under the present practices it is difficult for graduates of the Faculty of Education to have any definite information with respect to the Alberta Teachers' Association and its professional responsibilities,

BE IT RESOLVED, that the Alberta Teachers' Association be asked to obtain the following as minimum essentials in the Faculty of Education (1) adequate instruction in ethics and professionalism such as is given in other faculties, (2) a requirement that all members of the Faculty of Education be members of their professional organization, the Alberta Teachers' Association. (Executive)

36. Whereas; good public relations and an organized plan of publicity are needed to keep the people of Alberta informed with respect to

the good and bad features of our educational system, and

Whereas; a lack of interest on the part of our citizens in our schools may be due to ignorance of the state of our schools and of the objectives of education in Alberta, and not to public indifference to education,

BE IT RESOLVED, that every local be urged to set up a public relations committee and a publicity committee, which committees shall be directly responsible for public relations activities in

(1) sending news of local interest to the local press,

(2) sending news of provincial interest to the Alberta Teachers' Association Head Office,

(3) assisting the Alberta Educational Council publicity campaign and all other campaigns interested in the welfare of our schools, (4) cooperating with the press through advising them of educational events of interest and news value, and further

BE IT RESOLVED, that each local provide the necessary funds in order that this committee may not be handicapped in carrying out its duties. (Annual General Meeting 1949)

37. **BE IT RESOLVED**, that the Executive Council of the Alberta Teachers' Association ask the Executive of the Alberta School Trustees' Association to arrange

for representatives of both groups to meet at least once a year to discuss common problems re schools and teachers, including conditions of employment. (**Executive**)

38. Whereas; the qualifications for entrance into the Faculty of Education of the University of Alberta have been lower than those required for entrance into the other faculties, with the inevitable result that the status and prestige of the teaching profession have been, and are being impaired thereby,

BE IT RESOLVED, that the Alberta Teachers' Association recommend to the Department of Education, the Executive Council of the Government, the Board of Teacher Education and Certification, and the Faculty of Education of the University of Alberta that the qualifications required for entrance into the Faculty of Education be raised to the equivalent of the qualifications required for entrance into the Faculty of Arts and Science. (**Annual General Meeting 1949**)

39. Whereas; it is not possible, in a one-year teacher-training program, to make adequate provision for academic courses, professional courses, and practice teaching,

BE IT RESOLVED, that the Alberta Teachers' Association recommend to the Department of Education, the Executive Council of the Government, and the Board of Teacher Education and Certi-

fication that the one-year program of teacher-training be eliminated and that a minimum of two years in the Faculty of Education of the University be required for certification. (**Annual General Meeting 1949**)

40. **BE IT RESOLVED**, that the Department of Education and the Faculty of Education of the University of Alberta be asked to organize workshops for groups of teachers as a form of inservice training and that school boards be encouraged to send teachers to attend these workshops, and that teachers who attend shall receive their salaries in full and have all expenses paid. (**Annual General Meeting 1949**)

41. **BE IT RESOLVED**, that control of standards and conditions of entrance to the teaching profession be placed under the jurisdiction of the Alberta Teachers' Association.

42. Whereas; in the past no selection of applicants to the Faculty of Education has been in effect, and Whereas; the policy of admitting any person with the required academic qualifications has resulted in loss of prestige and professional status to the teaching profession,

BE IT RESOLVED, that the Alberta Teachers' Association ask the Board of Teacher Education and Certification to make provision for the adoption of some system of teacher selection, which

should include a recommendation from the principal of the school from which the applicant has obtained his grade XII training, personal interviews, and any other techniques that would assist in selecting as candidates for teacher training only those who are fitted for the profession of teaching. (**Executive**)

43. **BE IT RESOLVED**, that the Alberta Teachers' Association recommend to the Board of Teacher Education and Certification that any proposed revision of the teacher training programs in the Faculty of Education should include the following:

(1) provision for more general courses,

(2) the elimination of the repetition of methodology,

(3) provision for more observation of good teaching practices.

(**Executive**)

44. **BE IT RESOLVED**, that the Board of Teacher Education and Certification be asked to make available in the Master of Education program courses that would be useful to teachers and principals, such as administration, supervision, and guidance. (**Executive**)

45. **BE IT RESOLVED**, that the Alberta Teachers' Association Executive urge the Department of Education to insist that all teachers from other provinces hold proper qualifications and certification before being permitted to teach in Alberta, and that this

also apply to those at present holding teaching positions, before they be permitted to continue teaching in Alberta. (**Local**)

46. Whereas; there are other professional groups which are allowed certain special deductions pertaining to professional expenses, when filing income tax returns, and

Whereas; no such equal consideration is granted for similar conditions within the teaching profession,

BE IT RESOLVED, that the Alberta Teachers' Association Executive be urged to continue to press for like consideration for the teaching profession. (**Annual General Meeting 1949**)

47. **BE IT RESOLVED**, that the Executive of the Alberta Teachers' Association be asked to study *The Dominion Income Tax Act* and how it affects the net income of teachers and of other persons on salaries. (**Executive**)

48. Whereas; teachers spend a considerable sum for improving their professional status each summer, and

Whereas; teachers spend a large sum on textbooks,

BE IT RESOLVED, that we seek to make expenses incurred by a teacher attending summer school and for the purchase of textbooks deductible from taxable income. (**Local**)

Amendments to Bylaw No. 1 of 1948

THE TEACHERS' RETIREMENT FUND ACT

Sections 3 (b) (i), 4 (b), 5 (a), 8, 9 (f), 10, 11, 13, 14 (a) and 14 (h) of Bylaw No. 1 of 1948 have recently been amended and now read as follows:

3. (b) (i) The teacher shall, in addition to actual teaching time, be deemed to have taught upon all days in such year comprised in the enumeration of Section 173 (4) of *The School Act*, insofar as the school was not open on those days.

4. (b) "Pensionable Service", for the purpose only of computing a normal pension under Sections 11 and 14 (h), means also one-half of the years before the teacher has attained the age of thirty in which he has contributed to the Fund in accordance with the Act or this Bylaw with respect to salary earned while in fact engaged in teaching, and also one-half of the years before he has attained the age of thirty in which he was in fact engaged in teaching in Alberta prior to the coming into force of the Act.

5. (a) A teacher who was employed as such in Alberta immediately prior to his enlistment may pay into the Fund for the years or any part thereof during which he was absent from the teaching service while serving in the Canadian or Allied Forces during the Second World War and for so long thereafter as was necessarily required to obtain his discharge, an amount equal to three per cent of the salary which would have been earned by him during the period for which payment is made based on his rate of salary immediately prior to enlistment, together with interest thereon at the rate of three and one-half per cent per annum, computed from the time

or times on which such contributions would have been made had he not been absent from teaching service in Alberta to the date of payment into the Fund, and thereupon such years or parts thereof after attaining the age of thirty for which he has so contributed shall be deemed to be pensionable service; but in any event one-half of such years or parts thereof after attaining the age of thirty for which he has not so contributed shall be deemed to be pensionable service. Provided nevertheless that for the purpose only of computing a normal pension under Sections 11 and 14 (h), such years or parts thereof prior to attaining the age of thirty shall also be taken into account in the same manner and to the same extent.

8. A normal pension in the case of males, shall be an annual amount equal to one and one-half per cent of the average annual salary paid to the teacher for the five consecutive years of his pensionable service during which his salary was the highest multiplied by the total number of years of his pensionable service computed to the nearest complete month thereof, or by thirty-five, whichever number is less and shall be payable for his life and in any event for five years certain; and in the case of females shall be the actuarial value equivalent of the normal pension for males.

9. (f) When a pension is granted, and whether or not any alternative method of payment thereof is elected, it shall commence on the first day of September in the calendar year of the teacher's retirement from teaching service or after the teacher's qualifying

birthday on the first day of the month next following the receipt by the Board of his application, whichever is the later, and shall accrue and be paid monthly in equal instalments on the last day of each month.

10. Any teacher, on and after September 1, 1953, who has completed not less than twenty years of pensionable service and who retires from such service upon or after attaining the age of fifty-five years may in the discretion of the Board be granted a pension out of the Fund in an amount equal to the actuarial equivalent at his actual age of the normal pension which would have been payable to him were he then sixty-five, as determined by the actuarial tables approved for this purpose by the Board; and the provisions of Section 9 (f) shall apply to the payment of such pension. Provided, however, that no such pension shall be granted except on application of the teacher made within two calendar years of the date of the teacher's last contribution to the Fund.

11. (a) Any teacher who has completed not less than ten years teaching service and who retires from such service by reason of mental or physical disability or other cause incapacitating him from gainful employment, may in the discretion of the Board be granted a pension out of the Fund in such an amount not exceeding a normal pension and payable for such period as the Board may in its sole discretion determine; but no such pension shall be granted except on application of the teacher made within two calendar years of the date of the teacher's last contribution to the Fund. In the event the applicant was a patient under **The Mental Diseases Act** following his retirement from teaching service the time during

which he was a patient shall be excluded in computing the time within which his application is to be made.

(b) Upon the grant of such pension the Board shall if it is satisfied that the disability or other incapacitating cause is permanent, by notice in writing to the teacher grant to him an election to take payment of the pension in any of the alternatives permitted by section 9 (d) the provisions of which shall thereupon become applicable mutatis mutandis; but the exercise of such election shall not subsequently or in any way limit or affect the power of the Board to vary the amount of or terminate the pension at any time or from time to time nor vest in the teacher any claim to pension beyond the amounts actually received. Provided nevertheless that no nominee shall be designated under section 9 (d) (iii) other than a person dependent for support upon the teacher.

(c) The Board may at any time and from time to time require such teacher to attend and to submit to an examination by a duly qualified physician or surgeon nominated by it; and may require the teacher to pay the expense thereof.

13. (a) Subject to the provisions of Section 7, when a teacher is not granted a pension under this By-law upon his retirement from teaching service the amount standing to his credit in the Fund, excluding the interest credited on his contributions in cases other than those provided in (vii) hereunder, shall be paid to him in whole or in part upon his application therefor to the Board prior to his attaining the age of sixty-five, or shall be paid to his legal personal representative in whole or in part if he dies before attaining the age of sixty-five, accord-

ing to the following table:

- i. upon completing two years or more of teaching service ten per centum.
- ii. upon completing three years or more of teaching service twenty per centum.
- iii. upon completing four years or more of teaching service, forty per centum.
- iv. upon completing five years or more of teaching service, sixty per centum.
- v. upon completing six years or more of teaching service, eighty per centum.
- vi. upon completing seven years or more of teaching service, the whole.
- vii. upon completing ten years or more of teaching service, the whole together with such interest thereon as has been credited to his account pursuant to Section 20.

(b) For the purpose of this section only teaching service shall be:

- i. The period computed in accordance with section 3 (b) for which the teacher has contributed to the Fund under the provisions of the Act; and
- ii. the period of uninterrupted teaching service, if any, prior to September, 1939, if the teacher was in fact engaged in teaching in the preceding term.

(c) When such retirement follows upon a reinstatement in the Fund under Section 6, then the amount payable under this Section shall be reduced by the aggregate of pension payments made to the teacher under Section 11.

14. (a) If a teacher dies while under engagement as a teacher and
 - i. Such engagement was not of a casual nature; and

- ii. He commenced contributing to the Fund before attaining the age of fifty years; and
- iii. Written application is made therefore to the Board within six years of the date of his death,

the Board shall pay to the beneficiary designated by him or in default of such designation to his widow or to his estate as the Board may in its sole descretion determine, a sum not less than \$200.00 nor more than \$1,500.00 to be computed in other respects at the rate of \$100.00 for each year of teaching service for which the teacher has contributed to the Fund under the provisions of the Act, and also the amount, if any, standing to the credit of his account in the Fund.

14. (h) Provided nevertheless that if the teacher's age at the date of his death exceeds:

- i. Fifty-four years and such death occurs in 1950
- ii. Fifty-three years and such death occurs in 1951
- iii. Fifty-two years and such death occurs in 1952
- iv. Fifty-one years and such death occurs in 1953
- v. Fifty years and such death occurs after 1953

and he leaves a widow him surviving, the sums provided in (a) and (g) shall not be paid but there shall be paid to the widow in lieu thereof a pension of the same amount as if the teacher had immediately before his death been granted a pension payable during the joint lives of the teacher and his wife which after his death shall continue to be paid in the same amount to the survivor for her life in accordance with Section 9 (d) (iii).

BOARD OF ADMINISTRATORS, TEACHERS' RETIREMENT FUND.

From a Board Member to the Teachers

I AM wondering whether or not the time has come for working out a better understanding between board and teacher; if so, it would assist us a great deal in bringing about a better educational system all around.

To bring this about it would seem that the logical thing to do would be for the board and the teacher to try to understand each other's problems or point of view, and perhaps remove some of the things that are antagonizing the situation at the moment.

I want to say, without any prejudice whatsoever, that we feel the official organ of the Alberta Teachers' Association is doing more today to prevent the harmony being achieved between board and teacher than anything else. Just for example let us take two phases of this magazine. First, let us refer to an article of recent issue "The Thankless Profession." I venture to say that this article does not have any bearing on conditions in Alberta whatsoever. Salary schedules in Alberta are among the top three of all provinces in the Dominion. The teachers' pension scheme is the best of any province in Canada, and the taxpayers' contribution this year will be approximately \$500,000.00.

Secondly, the cartoon which appeared recently in *The A.T.A. Magazine* seems to me to be a direct attack to belittle the school board. This offensive drawing is supposedly depicting a board of trustees in session discussing the transfer of a teacher. The artist portrays a teacher as a smartly dressed, intelligent, good-looking young lady appearing before the school board members, who look more or less like a bunch of imbeciles.

Now, I want to say to you teachers, one and all, trustees are not thin-skinned; they can and do take knocks and criticism from many quarters and will gladly welcome constructive criticism, but it is beyond me to see what the Alberta Teachers' Association or anyone else expects to gain by such crude trash and half-truth propaganda, as I have mentioned. After all, teachers are public servants and derive their livelihood from taxpayers' money, and as such their leaders owe some respect and decency towards the employers, "The School Board." If this respect is not forthcoming it would seem to me those same teachers are setting a very poor example to the students they are engaged to teach. Now please do not get me wrong. I believe relationships between most teachers and school boards are, on the whole, very good indeed. I have found most teachers, it has been my privilege to work with, very willing to cooperate and work out our problems on common ground; therefore, I feel a little help instead of hindrance from *The A.T.A. Magazine* might assist us in bringing about that desired relationship.

As I mentioned before if we are to reach this ideal we must familiarize ourselves with others' problems and to do this teachers must give some thought to school finance. This cannot be solved by competition between teachers on the one hand and the board on the other. They can be solved by finding ground for cooperation. The school budget must constitute a well-developed and balanced plan for financing the educational program, while adequate salaries for teachers are essential; other phases of the program are important too. If too large a portion of the budget goes for salaries, other educational

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**From the Local Association of the
Alberta Teachers' Association
to the Board Member**

It was a little better than a month ago that our organization, out of the sincere belief that the interests of the community could best be served by a friendly and cooperative understanding between the teachers and the schoolboard of the division, commenced a policy of good relations with the board. We were heartened by that first meeting, and felt that the board was just as desirous as were we of fostering such a relationship. As we read the first few lines of your letter which accompanied our cheques, we believed that our vision of a period in which the board and teachers of this Division worked in an atmosphere of harmony and respect—of a time when both parties sincerely attempted to understand and work out their individual problems as being common problems—was about to be realized. But as we read your letter further, serious doubts began to pile up, one by one, so that by the time we had finished it, and thoroughly digested its contents, we realized that you were misinformed upon several points.

In the first place, it seemed to us that you were attempting to drive a wedge between the teachers of the division and the Alberta Teachers' Association, failing to realize that the teachers ARE the Alberta Teach-

ers' Association; that, as our elected representatives, the officials of the organization express, more or less accurately, the will of the teachers of this province. We must admit that certain of our members do, on occasions, over-express themselves, as may have been the case with the cartoon to which you voiced such violent objection. But the cartoon does, nevertheless, indicate a point which causes the teachers of this province a great deal of concern. We are worried about the abuse that could be made of this power of transfer, in the hands of an unsympathetic group of trustees, when the school year terminates. Boards, through this power, hold an undemocratic whip which they may use at their discretion. It is definitely in our interests to attack such an undemocratic whip which they may use at their discretion. It is definitely in our interests to attack such an undemocratic power. We might, in passing, call your attention to the letter on page 18 of the February issue of *The A.T.A. Magazine*, and ask, "Could this letter possibly have come from this division?"

Secondly, we would like to inform you of our view of the article "The Thankless Profession" which you criticize in your letter. Written by one of Canada's leading authors, this article is attacking Canadians as a group for their apathy towards the

(Continued on Page 50)

Good public relations does not necessarily mean complete agreement at all times, nor does it mean accepting the employer's point of view in case of a difference of opinion. On occasions, THE A.T.A. MAGAZINE has been criticized for statements about some unfair practices of school boards in their dealing with teachers. It seems that some boards object to criticism of any of their actions. The first letter was written by a member of a school board and contains the usual complaint, that to bring attention to these unreasonable practices will result in a loss of good relations. The reply by the executive of the local is logical and reasonable and, no doubt, proved effective.

From a Board Member . . .

(Continued from Page 48)

needs may be neglected. On the other hand, if salaries are kept too low in order to provide buildings or to carry out other functions the entire program may be handicapped. Teachers should be interested in adequate salaries but they should be equally interested in an adequate budget that will provide satisfactorily for all phases of our educational program.

Now teachers, if we are going to have cartoons, let us look to men and women that can make them constructive, not destructive. Let us have articles assisting us to improve our conditions. Our youth is too precious to quibble over. Let us meet each other in the future as man to man, with one common purpose—better education at a price the taxpayer can afford to pay.

From a Local Association . . .

(Continued from Page 49)

education of their young. It is not, by any stretch of the imagination, an attempt to chastize the citizens of any one province. But the shoe fits nevertheless. When those engaged in such a responsible occupation as serving beer in beverage rooms (qualifications required—nil) receive a greater income (\$42 weekly, plus tips) than those who are starting out entrusted with the task of educating your children for the job of living, is it untoward to call teaching "The Thankless Profession?" We think not. Yet, in effect, beginning teachers in Alberta do receive much less than one who starts his life as a beer waiter. And this even though, as you point out, Alberta is among the top three provinces in the Dominion with regard to teachers' salaries. In this connection we would like to remind you that Alberta is one of the three richest provinces, and that there is a

national shortage of teachers. The natural inference to be drawn from this is that the better salaries being paid in this province are due, (not to the efforts of the Alberta Teachers' Association and local negotiating committees whose function has been to obtain a more equitable distribution of the money spent on teachers' salaries) but to the attempts of boards to staff their schools. Proof of this may be obtained right in our own back yard, where an investigation will reveal large numbers of teachers who have been attracted here from other provinces.

Finally, we would like to comment upon the spanking you gave us concerning the respect we owe our employers. We, as teachers, do, as a whole, respect the boards under whom we serve. But your inference that that respect is due the boards because they pay our salaries is anti-democratic in the extreme. Respect, we believe, is not a commodity that can be bought. It is obtained only through actions—actions that are a result of earnest, sincere considerations of all aspects of the situation.

We sincerely hope that the letters which you indicate will be forthcoming from time to time will be aimed at helping us work out our problems on common ground.

Wise Up, Bud!

Edmonton, Alberta

March 20, 1950.

Sir:

I see by Saturday's *Edmonton Journal* that you are again going to talk about teachers' salaries. Have you got a one-track mind? For ——— sake, why don't you get down to work and earn the salary you are now getting.

I would like to know in what other profession the salary is so high for the amount of work done.

Please don't compare teachers with doctors. Do doctors have two

and one-half months' holiday each year with pay? Do doctors work from nine to four? Not on your life. Nor do they have a good-sized pension handed to them when they are sixty-five years of age. Any pension they get has to be put in the bank each month by themselves out of their own salary.

As for your talk about selecting teachers, many with a second class certificate are better teachers than some with degrees. To be a good teacher one needs personality and understanding of children more than they need a high I.Q. The ones with a high I.Q. have absolutely no patience at all, so consequently they practically teach with a strap in their hand, which is the cause of more children leaving school than anything else.

What do principals and teachers do with their spare periods? I can tell you. They smoke, lie down, knit, or just gossip.

Please let us have less talk about salaries and pensions, which are already sky high, and a little more buckling down to work. After all, the taxpayers who are paying the teachers' salaries are probably supporting a wife and several children on far less money than a single teacher gets.

Wise up, Bud!

A TAXPAYER.

Editor's Note: The above letter was received by Dr. M. E. LaZerte, dean of the faculty of Education. While it is crude and rude, it emphasizes the need for telling the story of the schools to the public.

From a Life Member

Dear Mr. Ansley:

... At the culmination of one's teaching career it is a source of satisfaction and inspiration to know that one's endeavor to do his duty and help the succeeding generation has

not been altogether forgotten.

One of the minor events I recall was in connection with a fall convention in 1912 or so, when I undertook the journey on foot from Cardiff to Edmonton, a distance of 18 miles, receiving a lift of one mile.

However, the receipt of your certificate and very nice letter add reassurance to the feeling, "It was worthwhile." ...

STANLEY CARVER.

Editor's Note: The above letter was selected from the ones received from the retired teachers who have been granted Life Membership in the Association. It is not possible to print every letter, but it should be gratifying to the teachers of Alberta to know that the life memberships in the Association are appreciated.

Loyalty U.N.

Dear Mr. Ansley:

It was very kind of you to write us regarding our U.N. project. By all means use the article. If it will help other schools to foster such an enterprise, we will feel happy about it.

I cannot add much to what has appeared in the press, or what has been said over the various radio stations. We are overwhelmed at the publicity and very humble in the fact that an experiment has turned out such a success.

Mail and telegrams from all parts of the country are keeping us all very busy. Our Mr. Malik (Jack Renouf,) age 13, has had to "walk out" so many times for the cameras in the last ten days, that I am afraid he will be walking in his sleep before long. He seems to be the focus of attention right now, even for the American press.

On Monday, May 8, the Rotary Club of Red Deer are putting on a luncheon for our Security Council group, at the Buffalo Hotel, Red Deer. The session, etc. is to be re-

corded for later broadcasting.

The following week, a number of Stettler Division schools are meeting at Huxley School, where we are to do our weekly U.N. Security Council session, all with a view for starting like sessions in their individual schools. It has even been suggested that next term, we have regular General Assembly sessions, twice a year, (59 members) made up from a number of surrounding schools. I am working on this part of the project next.

Many schools will be having U.N. Sessions before long, this includes schools in the Province of Manitoba and Ontario, who have swamped us with mail. What a snow-ball this has turned out to be.

I got the idea, while I was in New York, two years ago. It was only an inspiration, but I'm afraid I am stuck with it now.

We had planned to take only three students to Lake Success this summer, those with the highest percentage of marks in all subjects. Following a public meeting held last Monday night, plus the public demand

from everywhere, that the entire Security group be taken on the tour, it has been decided that this will be done. An intensive campaign is now in progress, to raise the extra money for the trip for the entire group.

We plan to go East through Canada, and return across the United States, stopping at all the places that have invited us. Some of the parents of the children are going with us, and they are cooperating every step of the way.

The Booster Club of Innisfail gave us a 15 minute broadcast over station CFCN (Calgary) last Saturday. So far the publicity has been never ending. I have had to enroll the ladies of the community for the purposes of answering all the letters that have been arriving. They have been busy in the teacherage for days, yet it is still coming in, and a good deal of it from the U.S.A.

Thanks again for your kind letter and if there is anything else I can do, please call on me,

Sincerely,

GORDON G. FELLOWES.

(See article on Page 18)

Salary Schedule Killam School Division No. 22

1. Basic Salary

One Year of training	\$1500
Two years of training	1800
Three years of training	2100
One Degree	2400
Two Degrees	2700

2. Increments

Ten at \$100, five at \$50, total \$1250, which will provide for maximum salaries of from \$2750 to \$3950.

3. Allowances for university courses

\$60 up to \$300 for each year of training.

4. Allowance for special certificates

\$100 and \$200.

5. Allowance for administration

\$75 per room for first four rooms, and \$50 for each additional room.

6. Married teachers with dependents, \$50 a year.

7. Accumulative sick pay up to 200 days or one school year at full salary.

Amendments to Alberta Teachers' Association Bylaws

(Continued from Page 36)

other objects and purposes beneficial to the members of the Association.

63. The Executive Council shall be charged with the administration of the said Trust Fund and subject to the other provisions of this bylaw and such regulations as it may make from time to time, shall appropriate, invest, disburse, maintain, and manage the same in its sole and uncontrolled discretion.

64. The amounts which may be appropriated from the general funds for the Trust Fund in any one year shall not exceed—

\$1,000.00 for scholarships and bursaries

\$1,000.00 for libraries

\$1,000.00 for research

\$3,000.00 for reserve and emergency

The total amount so appropriated in any one year shall be one of the fixed charges of the Association.

65. The Executive Council shall as soon as reasonably convenient after appropriation, invest the same as follows:

(a) Not less than 30 per cent nor more than 50 per cent in Dominion of Canada Bonds.

(b) Not more than 30 per cent in Provincial Bonds.

(c) Not more than 30 per cent in Municipal Bonds of municipalities having a population exceeding 7,500.

(d) Not more than 15 per cent in such other investments as the Executive Council may in its sole and uncontrolled discretion determine.

5. The addition of **Bylaw 35A** giving the Alberta Teachers' Association the right to act, upon request, as bargaining agents for its members.

35A. The Association shall be the bargaining agent for its members pursuant to the provisions of *The Alberta Labor Act*, being Chapter 8 of the Statutes of Alberta, 1947, and amendments thereto. The Association shall assume the duties of a bargaining agent only upon written request from the secretary-treasurer of a local.

6. The addition of **subsection (3)** to Section 3 in Part II with respect to regulations for the granting of Honorary Membership in the Association.

(3) A member of the Alberta Teachers' Association, or other person, who has given meritorious service to the teaching profession and the advancement of education may, on the resolution of the Executive Council, passed by at least a two-thirds majority vote, be declared an Honorary Member of the Association. Such a member shall have all the rights and privileges of an ordinary member except the right to vote, and shall be exempt from the payment of fees.

DISCIPLINE CASES—

The Discipline Committee of the Alberta Teachers' Association met on March 24 and 25 to hear 12 charges of professional misconduct. Three of the charges were withdrawn and two were dismissed for lack of evidence. The other seven teachers were found guilty of professional misconduct in that they disregarded their contractual obligations with their respective school boards. Two were reprimanded. Two others were reprimanded and assessed \$25 each. Three teachers had their certificates suspended, and were assessed \$10, \$50, and \$100 respectively.

What is Gestalt Psychology?

(Continued from Page 27)

..xxx.. xx...xx **Similarity**
..xxx.. xx...xx In both figures
..x.x.. xx.x.xx similar signs are
combined into a
rectangular ar-
rangement.

ooOoo **Common fate**

oOoOo

OooooO Changing sizes, though
equal shape is maintained,
cause an angular figure to
be perceived.

ooooo **Good figure**

o o

oo o We perceive a rectangular
rather than an open figure,
because a rectangular is a
better figure.

Set. If we write the word psycho-
logy: psychology, we hardly notice
the spelling mistake, as we antici-
pate the right spelling. Past ex-
perience is closely connected with
set. We write several times:
rhododenron r h o d o d e n d r o n
rhedodondren, and are quite apt to
read the third also as *rhododendron*,
having experienced it twice before.

Phi-Phenomenon

One of the first Gestalt phenomena
to be observed is the so-called phi-
phenomenon, which, incidentally,
underlies the cinematographic pic-
ture, in which movement is perceiv-
ed when slightly different pictures
are projected at a rate that exceed
the sluggishness of visual perception.
If more than approximately twenty
visual stimuli are applied in one
second, they are no longer distin-
guished as single stimuli but they ap-
pear continuous. If two relatively
close points of light are flashed at an
interval of, say, one-twentieth of a
second there appears to be a streak
of light moving from one point to the
other, and not separate light flashes.
flashes.

Let us consider another instance.
A tune consists of notes. If now the

tune be transposed into another key,
the same tune will obtain, although
not a single note has a corresponding
equal note in the transposition. The
tune quality was not founded on the
quality of its component notes, but
exclusively on the structure of the
tune. If we now play the original
tune backward we shall find that
what results has not the faintest
similarity to our original tune, al-
though the same notes have been
played in both instances.

So, in a tune, as elsewhere, we
can find instances in which only the
pattern matters; the whole is more
significant than the sum of its parts.
The whole contains thus more than
the *sum* of the parts, although the
parts are quite capable of separate
existence, like the separate single
notes of the tune.

The Ape and the Sticks

Apart from the revolutionizing in-
fluence of the Gestalt point of view
on the study of memory, learning and
forgetting, about which we shall have
to say more in another article, the
concept of intelligence as the ca-
pacity for apprehending patterns and
configurations has been of immense
importance. The *aha* experience,
sudden insight, and similar experi-
ences, manifestly point to the
Gestalt approach; Koehler's pioneer
study illustrates the principle
beautifully. After a good deal of
fumbling with sticks that fit into
each other, each too short for the ape
to rake in the bananas, the ape ac-
cidentally fitted them together and
obtained one banana after the other
without further trials.

But the usefulness of Gestalt
psychology and the Gestalt principle
generally is not restricted to the
perspective and cognitive field. Its
approach has been fruitfully employ-
ed in the field of characterology,
social psychology, and so on. We
can make similar observations in

biology. Identical twins derive from the two halves of one fertilized egg, but nevertheless, they are not deficient as to their organs, they do not lack half of them. This is due to the organizing, configurational tendencies in the ovum, which, up to a certain stage of development will allow of full development of the two individuals.

Perceiving the Greater Pattern

In physical patterns, like magnetic fields, there are no theoretical limits. Although, say, twenty thousand notes may be arranged to make up a chamber quartet, there may be a bigger pattern into which all chamber quartets fit. A musician probably knows a *style* into which a certain selection of musical pieces fits. And while I may be able to say this particular theme, consisting of only a few notes, is from the Moonlight Sonata, even though I hear only a pattern of ten notes, the musician can say, this piece of music is from a piece representative of style so-and-so. He may, or may not, be able to name also the individual piece from which the sample was taken. He perceives a greater pattern although he may be unable to perceive a smaller which is embedded in it. How far one can follow patterning into greater and greater schemes or analyze a scheme into smaller and smaller units depends on knowledge, perceptive capacity, and breadth of vision. There may be no limits. But there may be pitfalls. Two people discuss, after the first world war, Spengler's book *The Decline of the West* which was published during that war. Spengler fancied himself in the role of the seer and compared Germany to Rome, and Britain to Carthage, and predicted on the strength of the *pattern* that Germany would win. The one said: You see, Spengler was wrong. The other replied: Yes, but

what vision. Gestalten run wild!

A Simile

In conclusion, let us return to a very simple experiment. Put down six dots: We see at first sight that there are six dots, without having to count. Six dots are well within the normal span of apprehension. But we will also see two groups of three, or perhaps, three groups of two dots. Although they are equidistant, equal in size and shape, etc., we do not perceive them only as a continuous arrangement of dots.

Meaning, purpose, etc., also provide conditions for the formation of Gestalten.

This and other Gestalt phenomena are explained by invoking field forces, closures, stresses, etc., in terms of something that makes us perceive those groups. Perhaps we are begging the question. We are dealing with descriptions of observations not with explanations (if *explanations* are at all possible).

Similes are dangerous. Perhaps the following is not unfair: The traditional law of gravity indicates that a body falls *vertically*, i.e., in the direction of the centre of gravity of the earth. This *law* is a special case of the law of mass attraction. This is a special case of the General Theory of Relativity. Bodies move along the *shortest* path in the four-dimensional space which is irregularly curved, curvature depending on the proximity of masses. Still, just as we persist in speaking of gravitation, as it is a useful working hypothesis, so is the field theory of psychology pragmatically useful and simple, although we may feel that Gestalten are *natural* and *simplest* configurations in a psychology of which Gestalt theory is but a special case.

References: 1. K. Koffka, *The Growth of the Mind*; 2. W. Koehler, *The Mentality of Apes*; 3. W. Koehler, *Dynamics in Psychology*; 4. R. Woodworth, *Experimental Psychology*.

One of the first teachers to address the Edmonton Rotary Club in many years, **A. J. H. Powell**, principal of McCauley School, Edmonton, spoke to a recent meeting of the club on "My Impressions of Britain."

A number of teachers are now serving on village and town councils—**Michael Tomy**, councillor and mayor of the village of Mundare, **H. F. Chittick** on the Leduc town council; **M. Meronyk**, chairman of the Municipal Hospital Board at Myrnam; **J. W. Melnyk** on the Derwent town council.

Former director of secondary education and guidance for the Edmonton Public School Board, **William P. Wagner** has been appointed to the position of assistant superintendent of city schools.

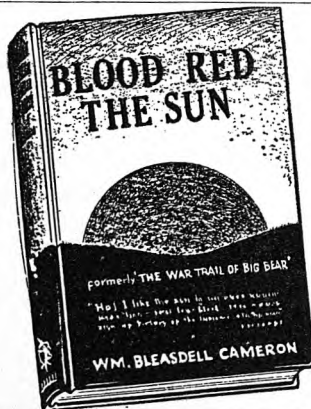
Andy Doucette, director of the Calgary Branch of the Faculty of Education, spoke to the public meeting of the BCTF Convention in the Hotel

Vancouver on April 12. Dr. Doucette's topic was "Education in a Modern World."

Because of the thoughtfulness and efforts of **Isabel Smith**, teacher of a small one-room school in the Clover Bar Division, one of her pupils was chosen Cinderella for Alberta and won a trip to Toronto. There, the 13-year old girl was chosen Cinderella for Canada and given a trip to Jamaica this summer.

"Another blow has been dealt at the public's conception of educators as drab schoolmarms!" **Wilma Van Deelan**, teacher at Eastwood High School, has been named as the Edmonton Teens' candidate for Queen at the Calgary Stampede.

Two of our Edmonton teachers, **Bessie McAvo**y and **Cal Holmgren**, have won recognition in the sports field. They won the ladies' doubles in the Edmonton Badminton Club playoffs.



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News from Our Locals

CLOVER BAR

Smith Speaks on Ethics

At the sublocal monthly meeting held in April, about 20 teachers discussed topics regarding the school festival and the track meet.

Guest speaker H. E. Smith, of the Faculty of Education, spoke on professional ethics. It is his belief that most of the problems along this line would not arise if only a Christian attitude were adopted and common sense were used.

Flowers and a sincere wish for a speedy recovery were sent to one of the members, Beatrice Clink.

CORRESPONDENCE SCHOOL BRANCH

Annual Meeting

The local reported a successful year at a meeting held in the University Cafeteria on January 19. Wm. Selezinka, the retiring president, reviewed the achievements of the local during the past year and introduced the following new executive: Walter McKay, president; Edith Hart, vice-president; Isobel Ferguson, secretary; Marie Viens, treasurer; Elizabeth Filipkowski, press correspondent; representatives—high school, Alice Stephenson; intermediate, Jean Hill; elementary Viola Falla; and Catherine Redmond.

The guest speaker of the evening was Dean LaZerte, whose interesting and informative talk, stressing the importance of having well-trained teachers to handle the complexities of the course of studies, provoked much discussion.

The first of the several functions for the coming year planned by the new executive was a supper meeting in the Cafeteria on March 6 at which Mr. Glyde of the Department of Fine Arts was guest speaker. He told of what is being done in the field of fine arts in England at the present time, and his entertaining report was

illustrated with slides showing some of the work done by several modern English artists.

Ethel C. Hopkins' report to the April 18 meeting gave the highlights of the convention.

COUTTS-MILK RIVER

To Raise Funds for Scholarships

The decision to try to raise funds towards giving out scholarships for both academic and scholastic achievements to the pupils of Coutts and Milk River Schools was made by the members of the sublocal at the April third meeting.

M. O. Edwardh, superintendent of the Foremost School Division and guest speaker at the meeting, gave an interesting talk on the status of the teaching profession.

DRAYTON VALLEY

Puppet Demonstration

A very interesting talk and demonstration on puppets was made by Violet Cherrington at the sublocal meeting held at the home of Alice Glass.

A track meet committee was appointed.

EDMONTON

Informal Talk by Scottish Teacher

The members of the Edmonton Separate Local heard, recently, a very informative lecture given by W. J. Gillis on the philosophy of Catholic education.

At a meeting held on March 13, Mary O'Kane, an exchange teacher from Scotland, gave an informal talk to the members present. She compared Scottish methods of teaching and schools with those she had observed in Alberta.

The members of the nominating committee will consist of the following:

Rev. Father Connelly, Bernice Eshpeter, Mary Hanley, Genevieve Boyle. A slate of officers is to be presented at the next meeting.



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Val Diederichs, on behalf of the members, thanked the social committee for the fine work done in planning a recent social. Betty Frost, chairman of this committee, gave a financial report concerning the expenses of the function.

EVANSBURG-WILDWOOD

Plans Made for Track Meet

The forthcoming track meet was the principal topic of discussion at two recent meetings of the sublocal. Other business at the last meeting included a discussion of the county setup, and disapproval thereof, and instructions to councillors on the voting of Annual General Meeting resolutions.

FORESTBURG

Sublocal Support Solicited

The 17 teachers present at the March sublocal meeting discussed the Provincial Executive election. Mr. Birdsell solicited the support of the sublocal in his nomination as district representative of Central Eastern Alberta.

Councillors Ivan Birdsell and Stan Mallett obtained the views of the sublocal with respect to Annual General Meeting resolutions.

A. Brockel, D. McLeod, J. Lencucha, and Stan Mallett were appointed as a committee to plan for the proposed track meet.

GRANDE PRAIRIE

Donate Money to Home

Annual General Meeting resolutions formed the main part of the pre-Easter sublocal meeting.

The members voted to donate \$125 to the Eventide Home in Grande Prairie.

The track meet committee decided to hold the meet on June 10, weather permitting.

HIGH PRAIRIE

Teachers' Institute Held

The elementary and intermediate teachers of High Prairie Inspectorate held an Institute at High Prairie on March 24.

Guest speaker Bertha Newton, of

the Faculty of Education, gave a very interesting lecture on Remedial Reading in Rural and Small Town Schools.

A profitable and enjoyable panel discussion of enterprise plans and techniques for divisions I and II was led by Carrie MacKay, Irene Melin, Mrs. Sandman, Marie Bonnet, Mary MacArthur, Irene Richmond, Rita Turcotte, Seth Smedstad, and Harry Strynadka.

Mrs. Sandman spoke on Activity Work in The Primary Grades and Alister MacEachran spoke on the new science program at the junior high school level.

Business included Association affairs and plans for the school festival.

INNISFAIL

Teachers' Institute Meeting

Thirty teachers including music instructor C. W. Merta of the Composite High School and Superintendent L. A. Thurber were in attendance at a meeting held in the Innisfail Public School on March 31.

An instructive and enjoyable program was presented which included a demonstration of a tonette band by Almira Hoyme and students, and a talk and demonstration of creative arts in the primary grades by Ethel Donovan. A track meet to be held at Little Red Deer School for about 10 rural schools was planned, and the music festival, which is to be held in Innisfail on May 5 was discussed.

Superintendent L. A. Thurber and C. W. Merta also addressed the teachers.

INNISFAIL-WEST

The sublocal held a meeting at the home of Ruth Norre to decide on the expenditure of funds raised for the track meet, which is to be held in May.

LETHBRIDGE

Report on Campaign

Douglas Petherbridge and Robert Kimmitt reported on the recent campaign for increased educational

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grants at a district local meeting held March 25 in Lethbridge. They commented particularly on the fine cooperation given the teachers by city and district commercial firms. Annual General Meeting resolutions were discussed and representatives to the meeting were Mabel Luco and McNair Knowles.

Representatives were chosen to attend the Banff Workshop and the local made application for a member to attend the writers' course.

Members Appointed to Committees

Discussion of the Annual General Meeting resolutions was the main topic of business at the March meeting of the city local held in St. Joseph's High School.

The following nominations were also made: F. A. Rudd to attend the writers' course; Reginald Turner to attend the Banff Workshop; D. S. A. Kyle and G. S. Lakie to the fall convention committee; Bessie McCully as chairman of the Public Relations and Publicity Committee.

The staff of the Central School has offered to assist in the city Cancer Drive.



"That's the last time you'll catch me going to a place where I can't talk!"

OLDS

A lively discussion of the Annual General Meeting resolutions was held by the 28 teachers who attended the March local meeting.

Other business included the salary schedule committee report and a discussion of music festivals.

PONOKA

Mecca Glen Entertains Ponoka

Members of the sublocal were guests of Mr. and Mrs. Thorson, Mecca Glen for the March meeting. Thomas Thorson took this opportunity to conduct the members through the new Mecca Glen School.

During the business session, Howard Larson, Ivan Mallet, Thomas Thorson, and Norman Taylor were appointed to plan the annual field and track competition for 1950.

Physical Development, Value of Tests, and Development of Personalities were the topics of the month, chosen from the Bulletin and capably discussed by Florence Richmond, Ethel Webber, and Sheila Gunn.

SPIRIT RIVER

Oppose County Act

Teachers from Wanham, Tangent, Woking, Blueberry Creek, Willowvale, Watino, White Mountain, Rycroft, and Spirit River were present at a general meeting of the local. The Annual General Meeting resolutions were thoroughly discussed, and the councillors were advised as to the stand of the meeting regarding these resolutions. Foremost among them was the resolution regarding *The County Act*. The meeting was unanimously opposed to such a system being inaugurated in the province where school affairs would be handled by the Department of Municipal Affairs. It was felt that this Act leans toward dictatorial methods.

It was decided to send a representative from the local to the Banff Workshop.

Applications Are Invited

From Catholic Teachers desiring positions in Edmonton City for period beginning September 5, 1950. Application forms and copies of salary schedule will be forwarded on request. (Salary rates recently increased.)

A. A. O'BRIEN,

Superintendent,
Separate Schools,
10040 - 103rd Street,
Edmonton, Alberta.

Medicine Hat City Schools

There will be vacancies on the Medicine Hat Teaching Staff for Elementary Teachers with duties to commence 1st September, 1950. Application Forms and copies of Salary Schedule will be forwarded upon request to the undersigned.

**G. H. Davison, Secretary,
Treasurer,**

Medicine Hat School District, No. 76,
Medicine Hat, Alberta.

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Urge Education Week Support

With Fred Bazant conducting the March sublocal meeting, reports on Education Week were given from various schools. John Bracco made a resolution that the local executive be more aggressive in dealing with Education Week and, further, that it be observed by churches and other organizations.

Sam Crowther reported that Wheatland students are invited to the Calgary central sports meet which is to be held in the spring.

George Doktor gave an interesting talk on the uses and values of cumulative record cards.

SWALWELL-ACME

Ward Reports on Negotiations

Teachers present at the April sublocal meeting heard Roland Ward's report on salary negotiations.

The possibility of having a general meeting of the Wheatland teachers in the spring was discussed.

The main topic of discussion at the next meeting will be the coming track meet.

TOFIELD

Eleven teachers present at the March sublocal meeting elected the sports representative to draw up plans for the local track meet. Annual General Meeting resolutions were fully discussed.

TWO HILLS

Mathematics Book Discussed

With both the president and the vice-president absent from the March sublocal meeting, William Kindrachuk acted as chairman for the meeting. In a discussion of the grade VII mathematics book, the grade VII teachers stated that they felt that the new book did not have enough drill exercises and problems, and that many of the problems had fig-



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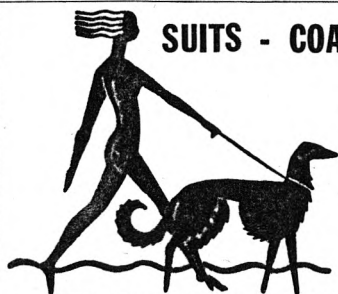
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ures that were out of date. Another disadvantage given of the book was that many of the questions have to be referred to the previous questions in the book.

H. Hanochocko reported the results of the language tests that were given to the pupils in the Two Hills Division in February. The next language test, which is to be given in June, was discussed.

WILLINGDON-HAIRY HILL

It was decided at a joint meeting of the sublocals to attempt to compile a set of testing programs in the near future.

Steve Shewchuk of Willingdon reported on the possibility of a school fair.

VULCAN

The home of Mrs. R. Sherman was the meeting place for the sublocal on April 18 when E. H. Kumlin gave his report on the Annual General Meeting. Other business at the meeting included K. McPherson's report on the salary negotiating committee and a discussion on the certification of teachers.

A film was shown at the conclusion of the meeting.

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